



2026

MATH

Main Book

المنهج
الجديد



1

Primary
Second Term

By Mohamed Nasreldin

CHAPTER

10



Different Shapes

Lessons

1 & 2

Different Shapes

1&2 Lessons

Different Shapes

LEARN



Cube Shape



Cuboid Shape



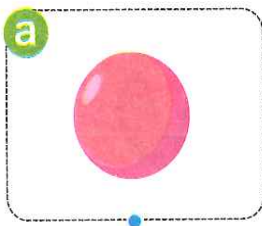
Cylinder Shape



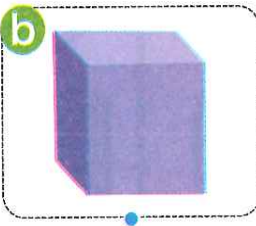
Ball Shape

PRACTICE

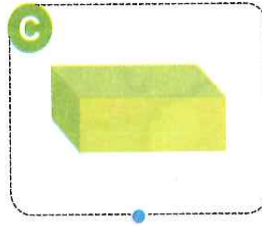
1 Match each shape with its name:



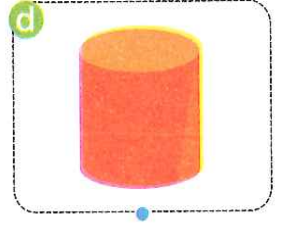
Cube



Cylinder



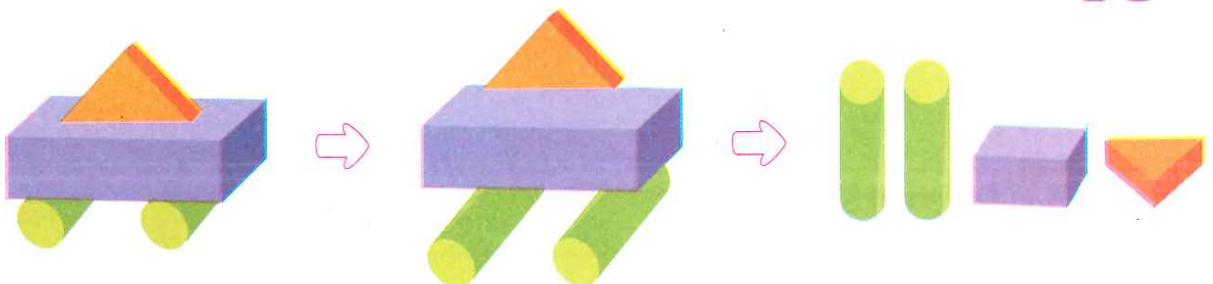
Ball



Cuboid

NOTE

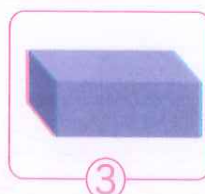
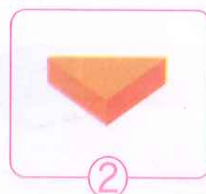
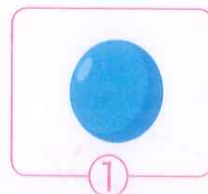
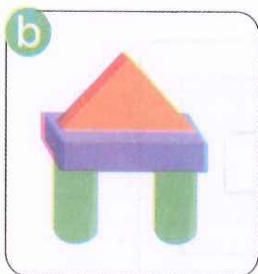
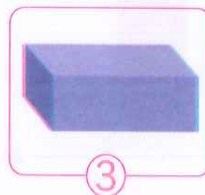
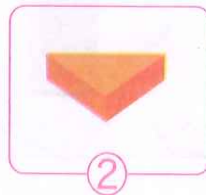
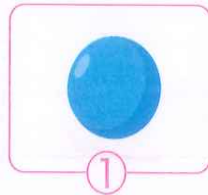
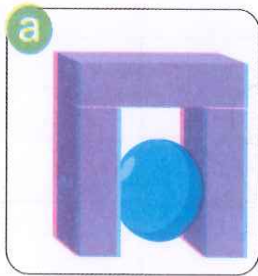
► The shapes that make up the following shape can be identified as follows:



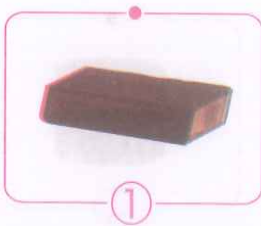
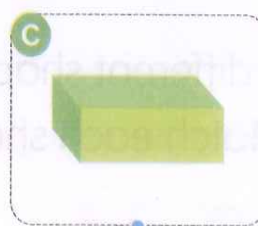
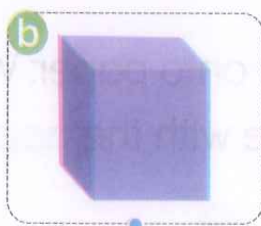
PRACTICE

2 What shapes are used to make the shown shape?

(Choose all that apply.)



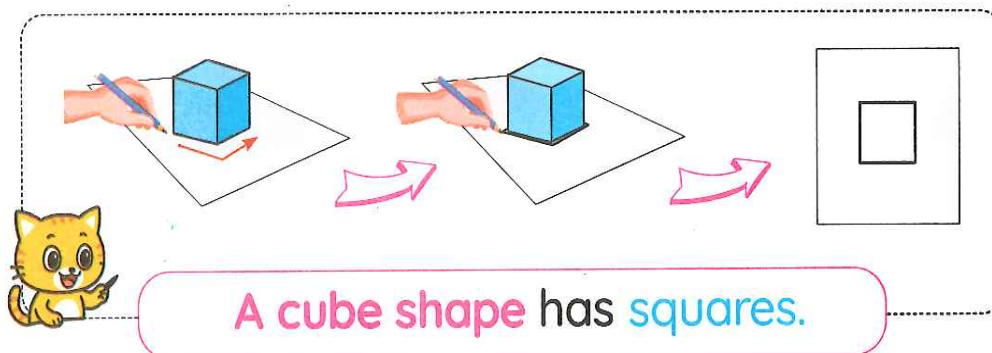
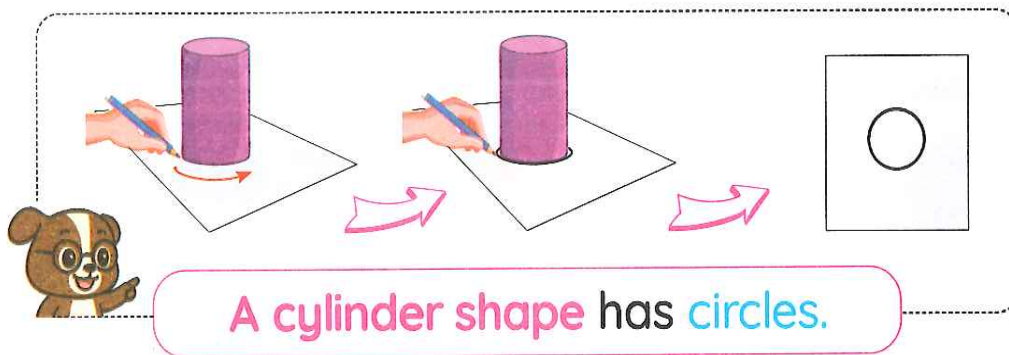
3 Match each shape with the object that looks like it:



LEARN

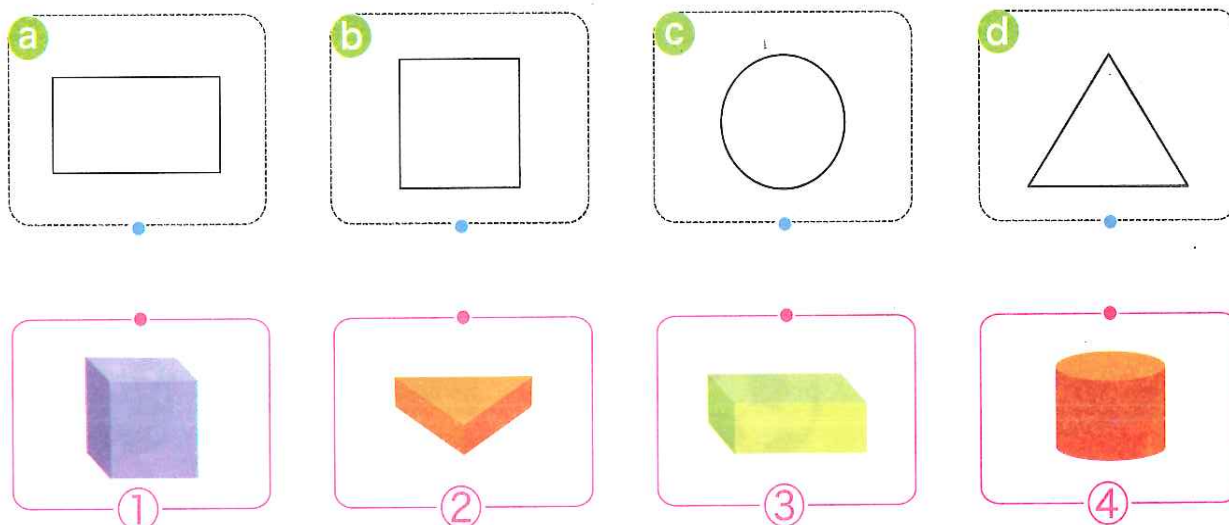
- When you **trace** shapes, you can find **new shapes**.

EXAMPLES



PRACTICE

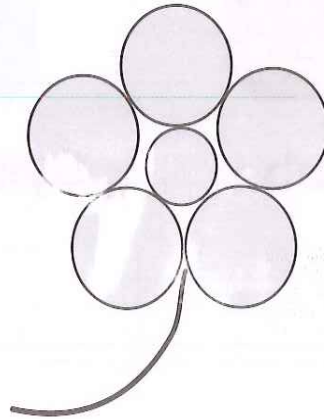
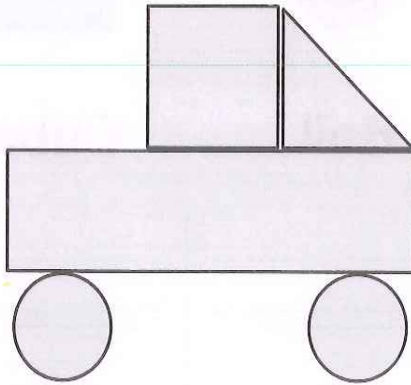
- 4 We traced different shapes onto paper. Which shape did we **trace**? Match each shape with the **appropriate shape**.



EXAMPLE

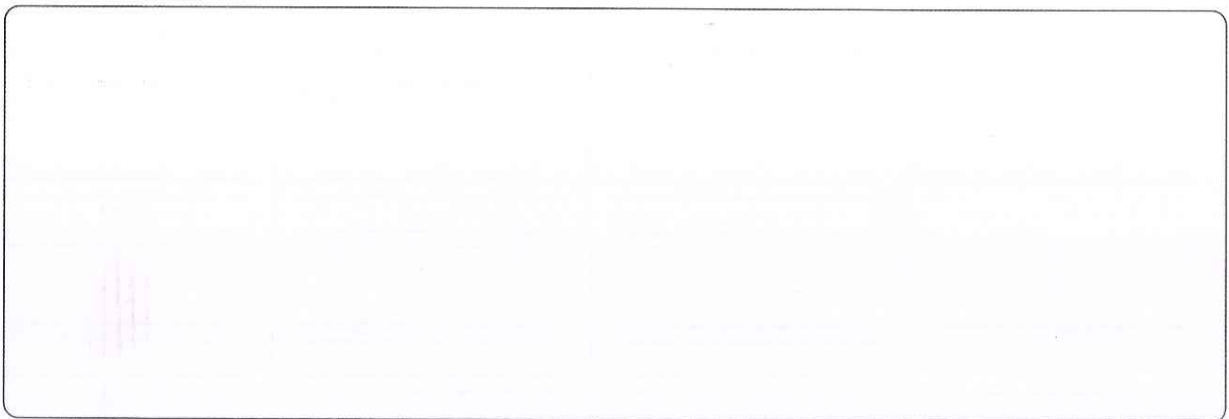
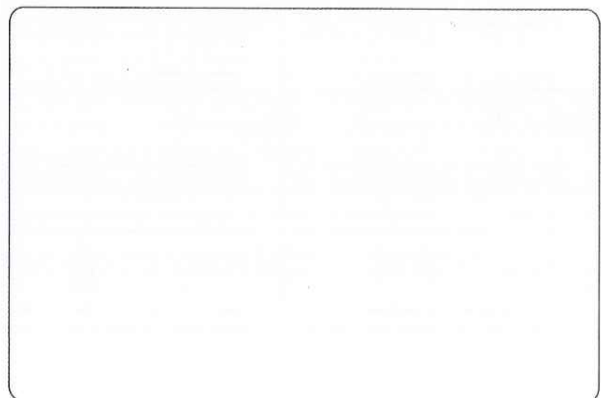
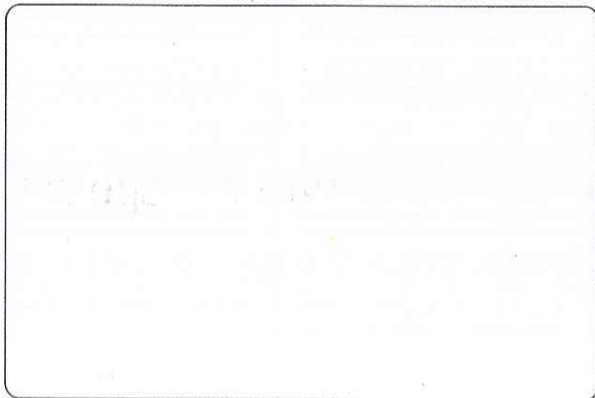
You can trace different shapes and draw a picture.

Look at the following shapes:



PRACTICE

5 Use the shapes to draw three different pictures:



EXERCISES

on Lessons 1 & 2



Cube



Cylinder



Ball

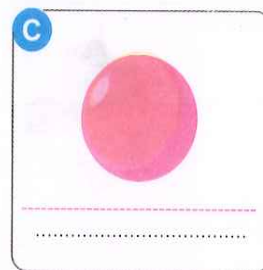
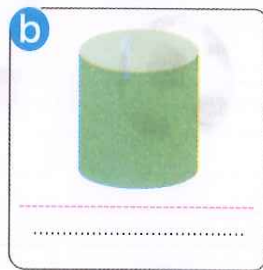
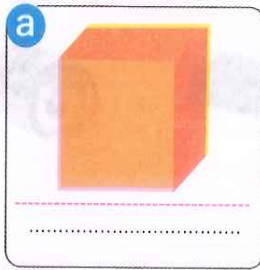


Cuboid

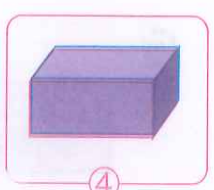
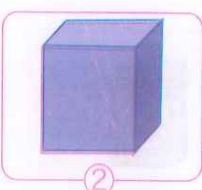
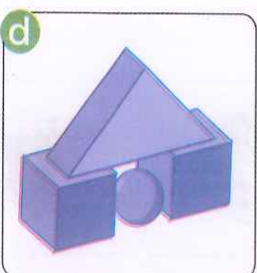
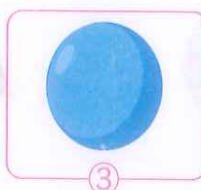
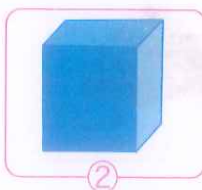
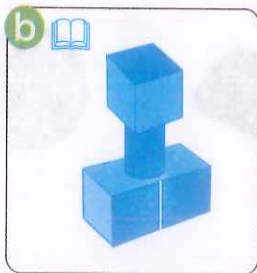
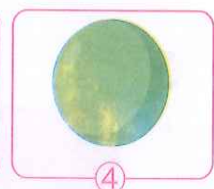
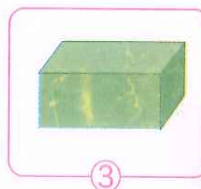
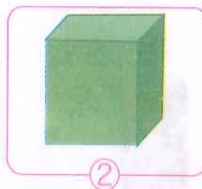
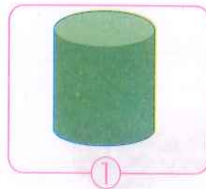
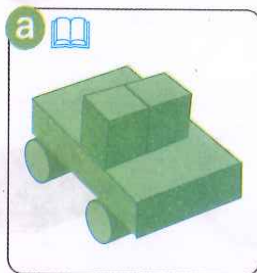
A series of 15 horizontal bars, each containing a sequence of small, colorful dots in red, green, blue, and yellow, resembling a barcode or a data visualization. The dots are arranged in a regular pattern across each bar, with varying colors and sizes. The bars are stacked vertically, creating a rhythmic visual structure.

1

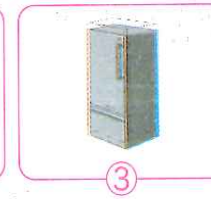
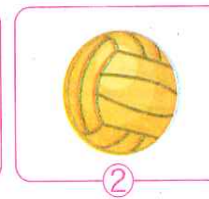
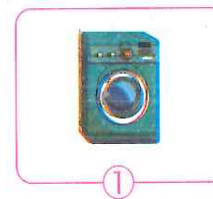
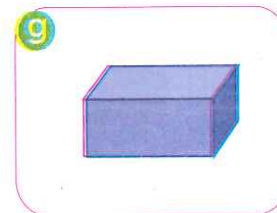
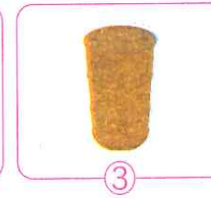
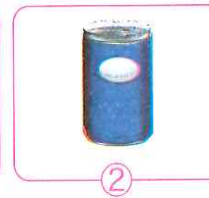
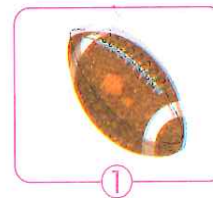
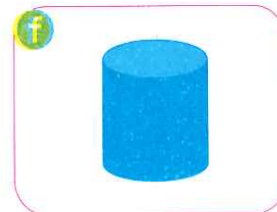
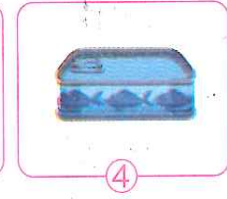
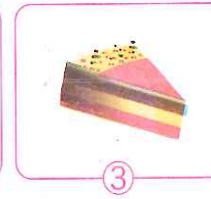
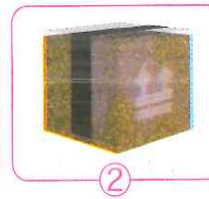
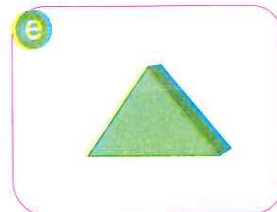
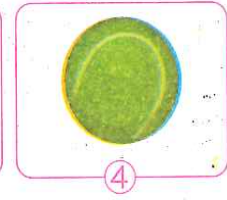
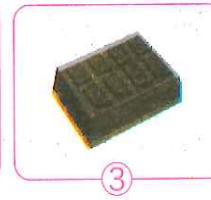
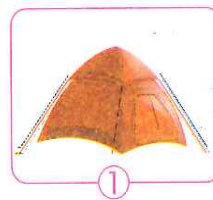
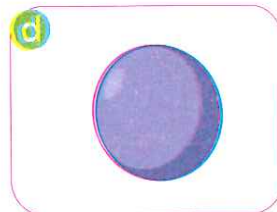
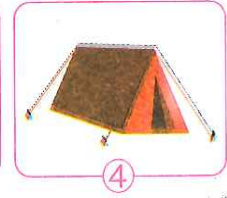
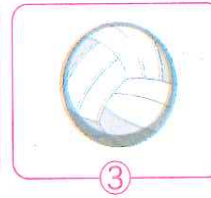
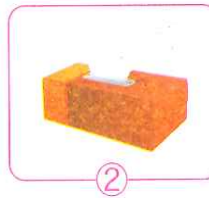
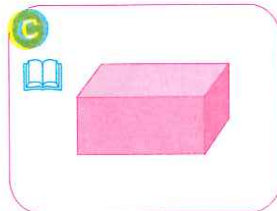
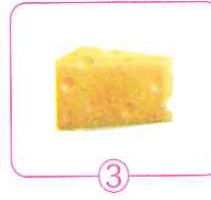
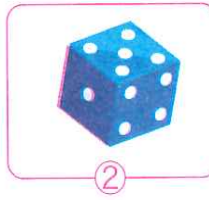
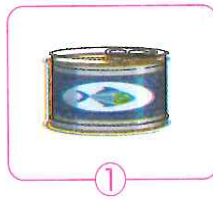
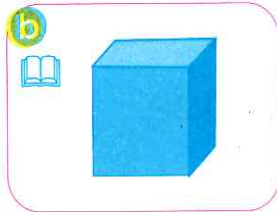
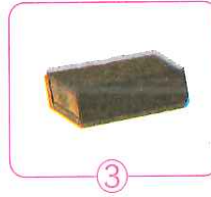
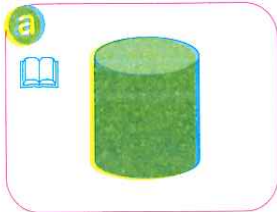
1 Write the **name** of each of the following shapes:



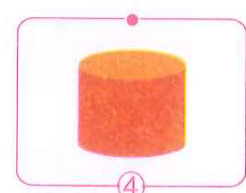
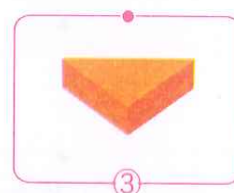
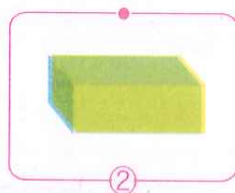
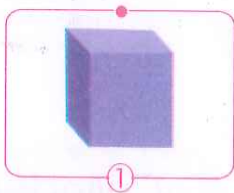
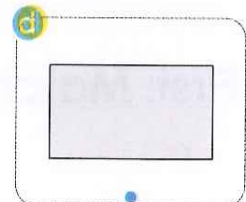
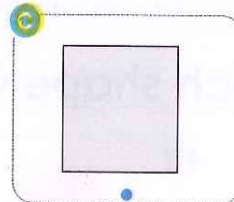
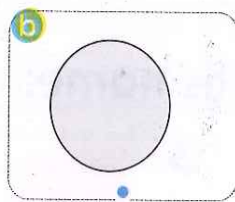
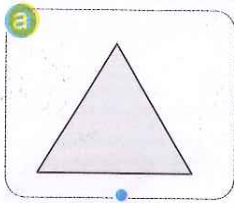
2 Choose **all the shapes** used to **make** each shape.



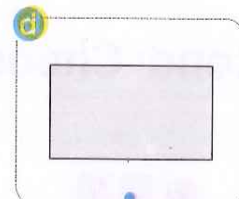
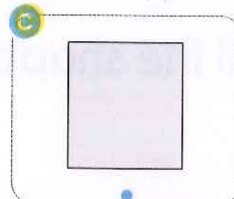
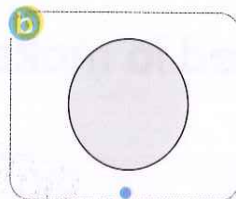
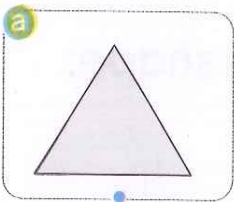
3 Choose the **objects** that **look like** the shape shown:



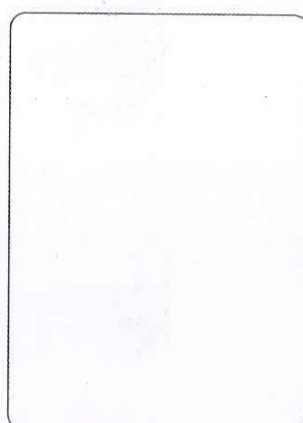
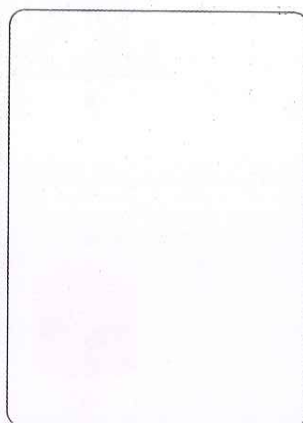
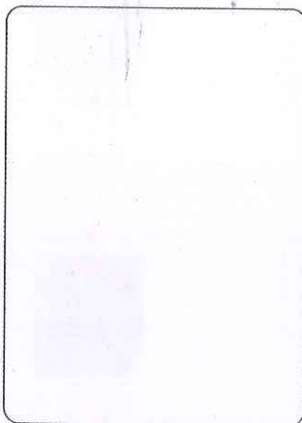
4 Match each shape with the shape used to trace it:



5 Match each shape with the object used to trace it:



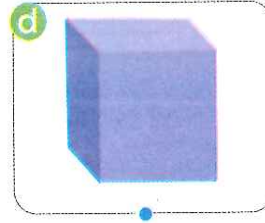
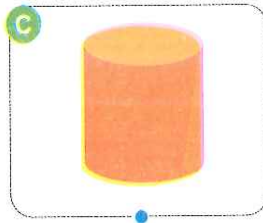
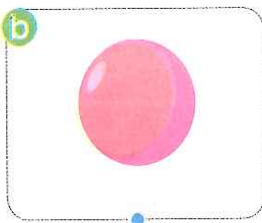
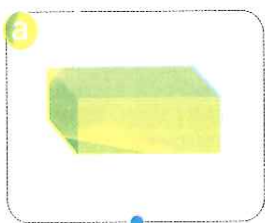
6 Use shapes to draw four different pictures:



ASSESSMENT

on Chapter 10

First: Match each **shape** with its **name**:



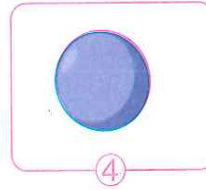
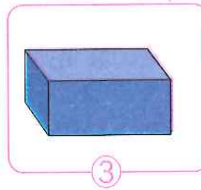
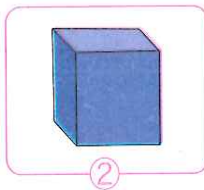
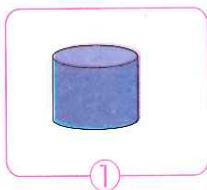
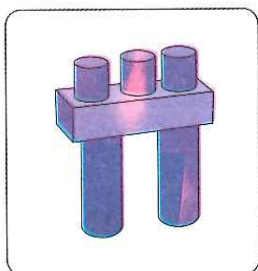
Ball
shape

Cube
shape

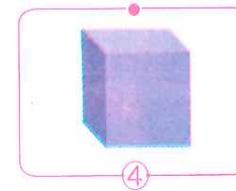
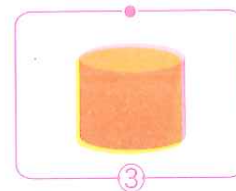
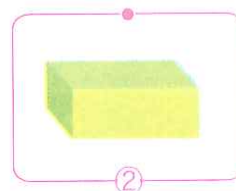
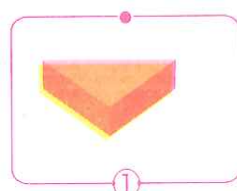
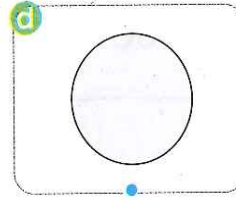
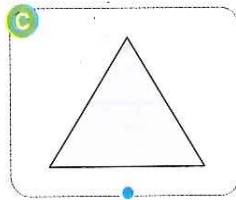
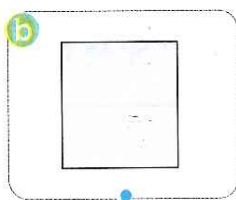
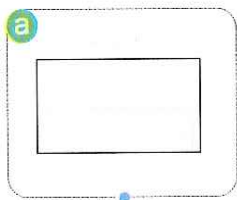
Cuboid
shape

Cylinder
shape

Second: Choose **all the shapes** used to **make** this shape:



Third: Match each **shape** with the shape used to **trace** it:



CHAPTER

11



How to Compare

Lessons

1 & 2

Which Has More?

Lessons

3 & 4

Which Is Larger?

1&2

Lessons

Which Has More?

LEARN

- When water is in **identical containers**, we compare the amount by the **height of the water**.



More

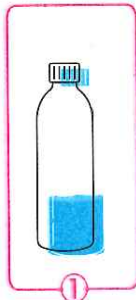
أكثر

Less

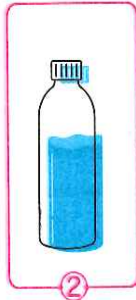
أقل

EXAMPLE

- Look at the **amount of water** in each container.

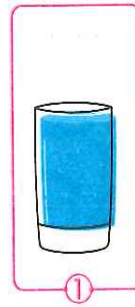


①

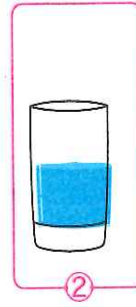


②

Container ② has more water.



①

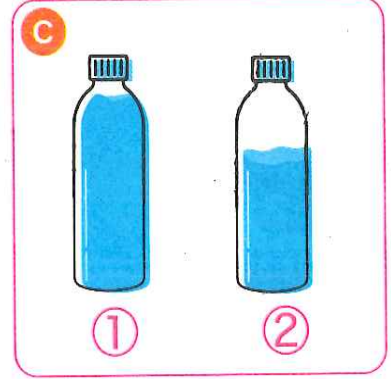
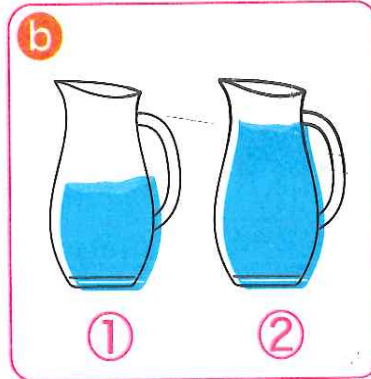
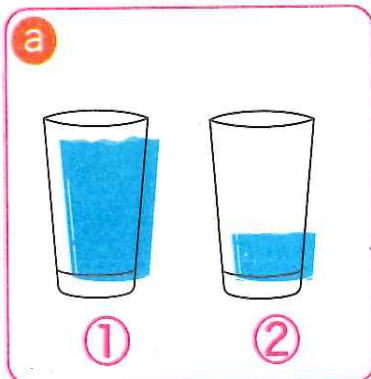


②

Container ① has more water.

PRACTICE

- Circle the container that has **more water**:

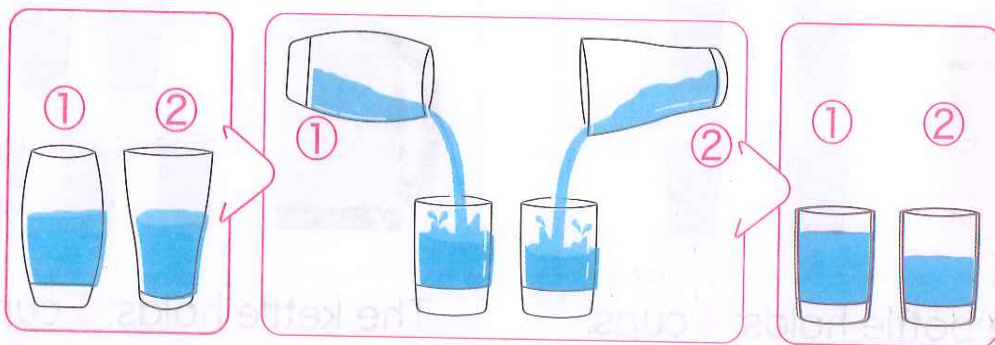


LEARN

- When water is in **different containers**, you can compare the amount by **pouring** the water into **identical containers**.

EXAMPLE

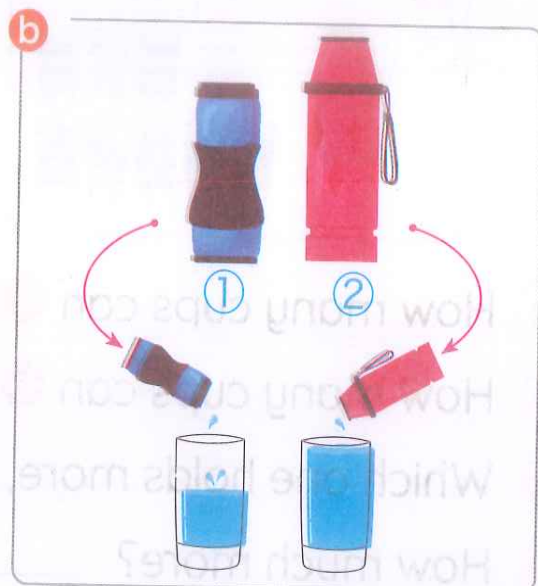
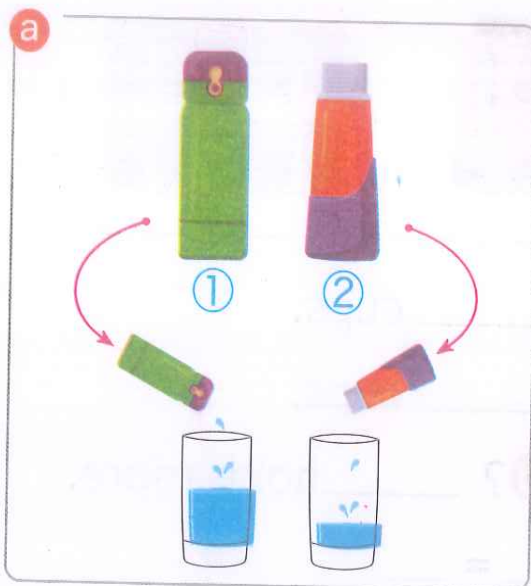
- Which cup holds **more water**?



After pouring the water from both cups into identical cups, cup ① has **more water**.

PRACTICE

- 2 Circle the bottle that contains **more water**.



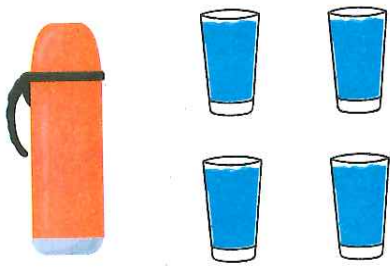
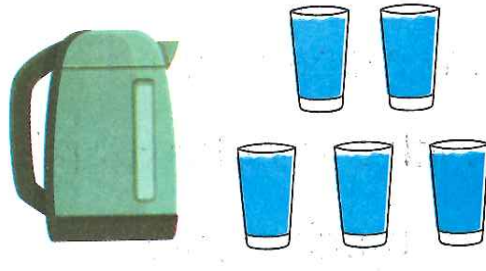
LEARN

- We can compare the amount of water by using “how many units”.



EXAMPLE

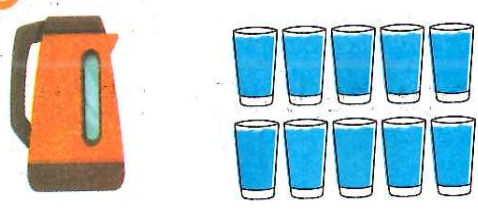
- Compare the amount of water in the bottle and the kettle:

 The bottle holds: 4 cups.	 The kettle holds: 5 cups.
--	---

Notice: The kettle holds 1 cup more. ($5 - 4 = 1$ cup)

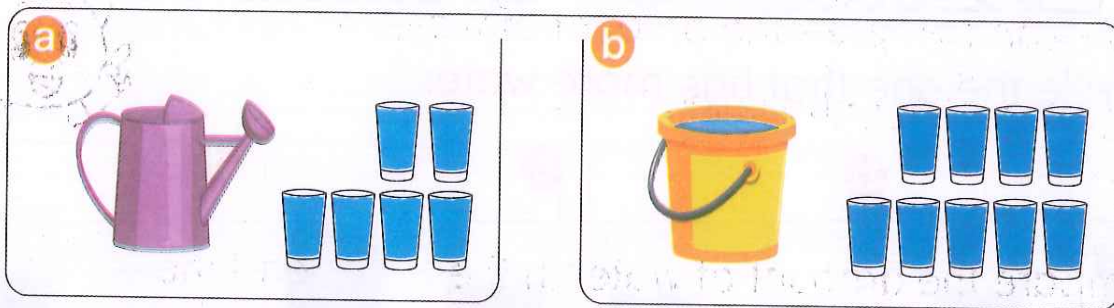
PRACTICE

- 3 Look at the pictures and answer the questions:

a 	b 
--	---

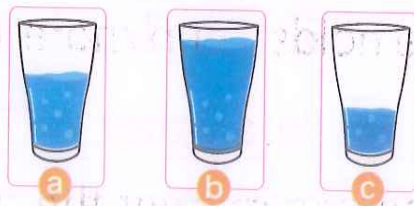
- How many cups can a hold? cups.
- How many cups can b hold? cups.
- Which one holds more, a or b? holds more.
- How much more? - =

4 Look at the pictures and answer the questions:



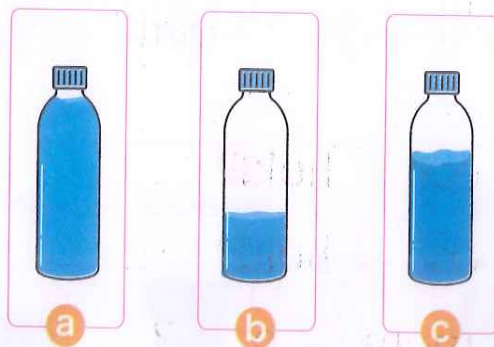
- ① How many cups can **a** hold? cups.
- ② How many cups can **b** hold? cups.
- ③ Which one holds more, **a** or **b**? holds more.
- ④ How much more? - =

5 Arrange the following cups from **most** to **least** water:



Order: Cup, Cup, Cup

6 Arrange the following bottles from **least** to **most** water:



Order: Bottle, Bottle, Bottle

EXERCISES

on Lessons 1 & 2

1 Circle the one that has **more water**.

a

1 2

b

1 2

c

1 2

d

1 2

e

1 2

f

1 2

g

1 2

h

1 2

2 Circle the one that has **less water**.

a

1 2

b

1 2

c

1 2

d

1 2

e

1 2

f

1 2

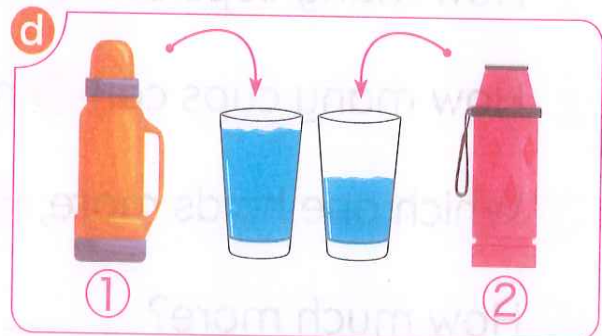
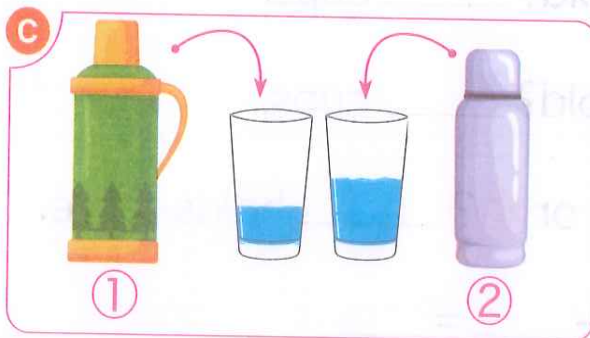
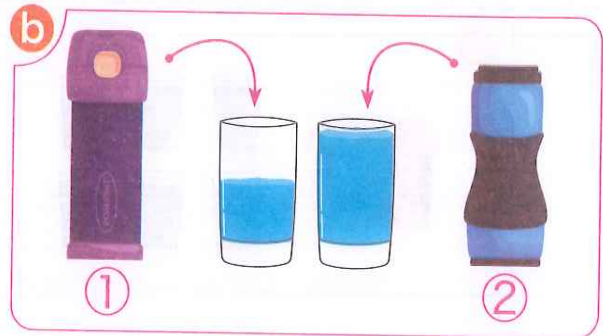
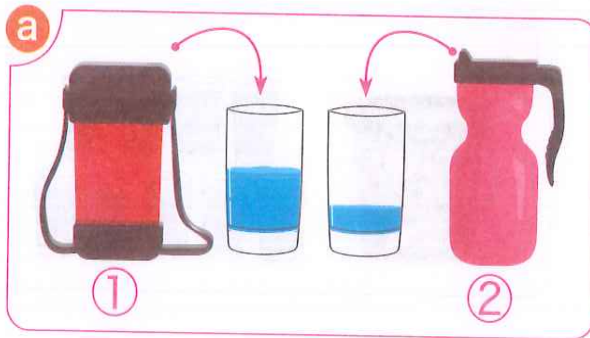
g

1 2

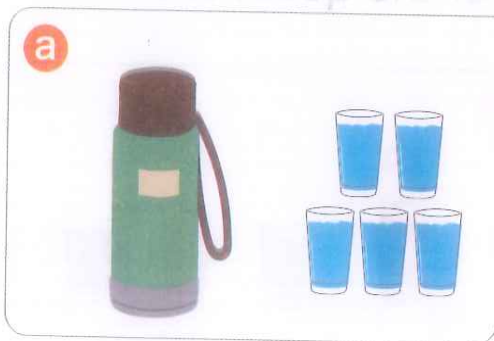
h

1 2

3 Circle the one that has **more water**:



4 Look at the pictures and answer the questions:



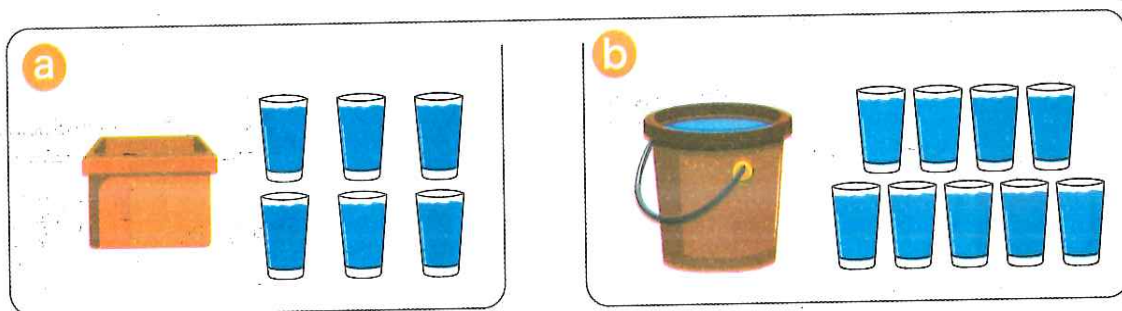
① How many cups can **a** hold? cups.

② How many cups can **b** hold? cups.

③ Which one holds more, **a** or **b**? holds more.

④ How much more? - =

5 Look at the pictures and answer the questions:



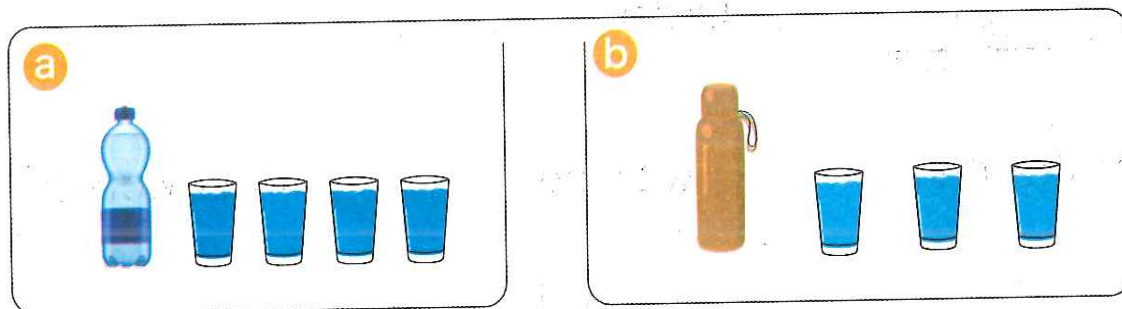
① How many cups can **a** hold? cups.

② How many cups can **b** hold? cups.

③ Which one holds more, **a** or **b**? holds more.

④ How much more? - =

6 Look at the pictures and answer the questions:



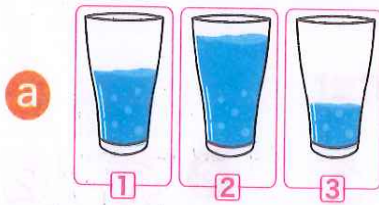
① How many cups can **a** hold? cups.

② How many cups can **b** hold? cups.

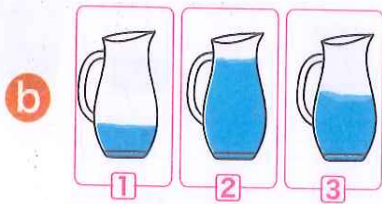
③ Which one holds more, **a** or **b**? holds more.

④ How much more? - =

7 Arrange the following cups from **most** to **least** water:

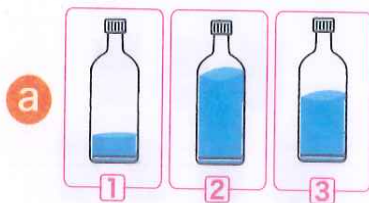


Order: Cup _____, Cup _____, Cup _____

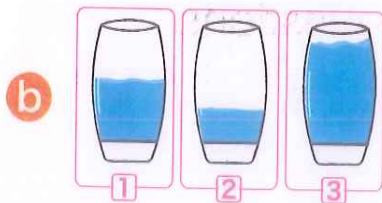


Order: Cup _____, Cup _____, Cup _____

8 Arrange the following cups from **least** to **most** water:

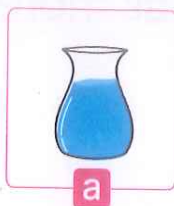


Order: Bottle _____, Bottle _____, Bottle _____



Order: Cup _____, Cup _____, Cup _____

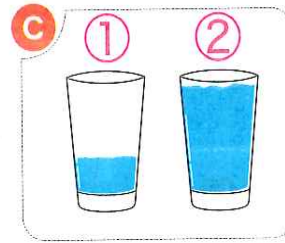
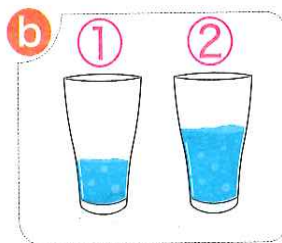
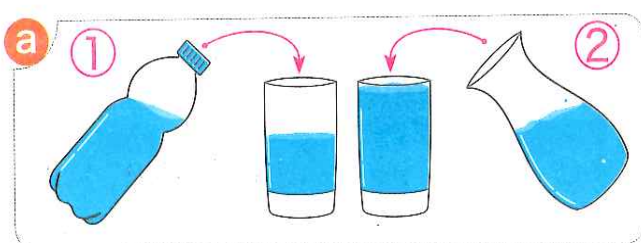
9 Match the **containers** with the **same amount** of water:



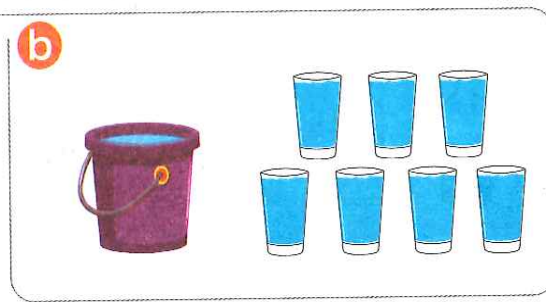
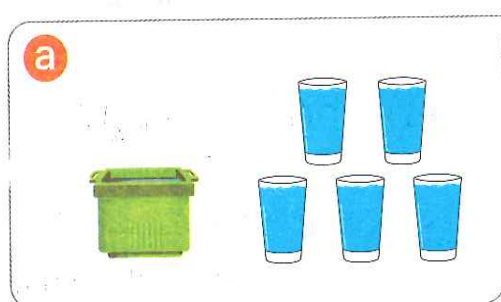
ASSESSMENT

on Lessons 1 & 2

First: Circle the one that has **more water**:



Second: Look at the pictures and answer the questions:



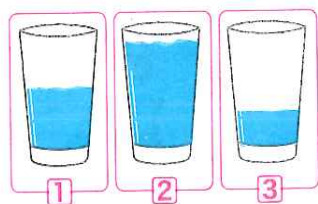
① How many cups can **a** hold? cups.

② How many cups can **b** hold? cups.

③ Which one holds more, **a** or **b**? holds more.

④ How much more? - =

Third: Arrange the following cups from **most** to **least** water:



Order: Cup , Cup , Cup

3&4 Lessons

Which Is Larger?

First: Comparing Areas by Lining up

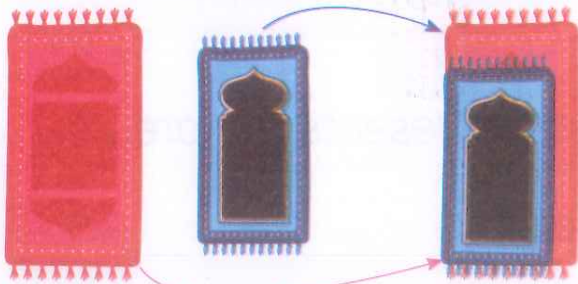
LEARN

- When comparing areas, **line up** the **edges** and put them on top of each other. The one that **sticks out** is **larger in area**.

Larger	أكبر	Smaller	أصغر
--------	------	---------	------

EXAMPLE

- Which is **larger** in area, the **red** rug or the **blue** rug?

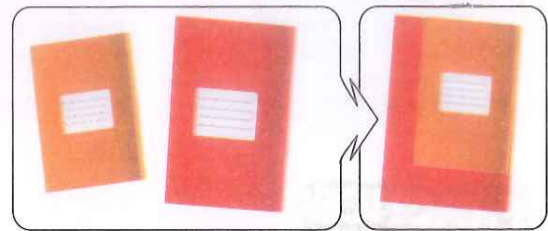


When we line them up, the red rug is bigger than the blue rug. So, the **red** rug has a **larger** area.

PRACTICE

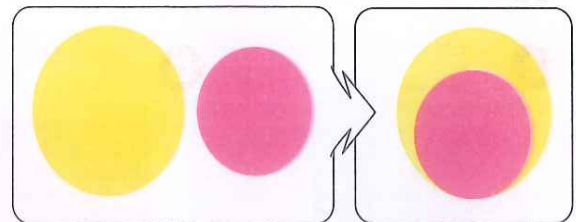
- Which is larger in area, the red notebook or the yellow notebook?

→ The _____ notebook has a larger area.

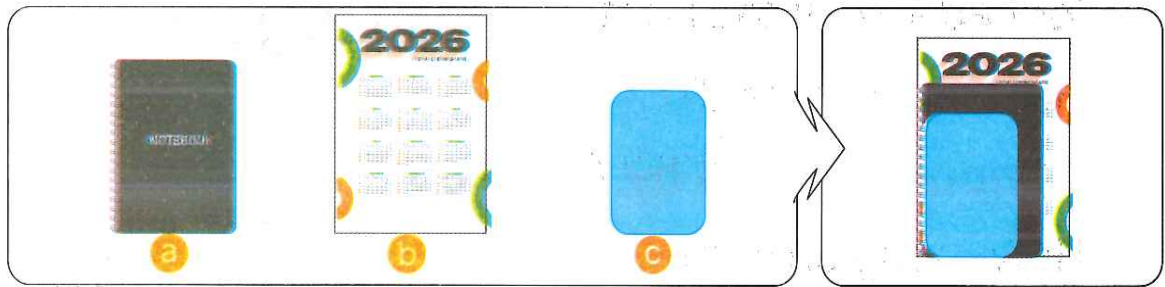


- Which is larger in area, the yellow circle or the pink circle?

→ The _____ circle has a larger area.



3 Arrange by area:



1 Order from the **smallest** to the **largest**: _____, _____, _____

2 Order from the **largest** to the **smallest**: _____, _____, _____

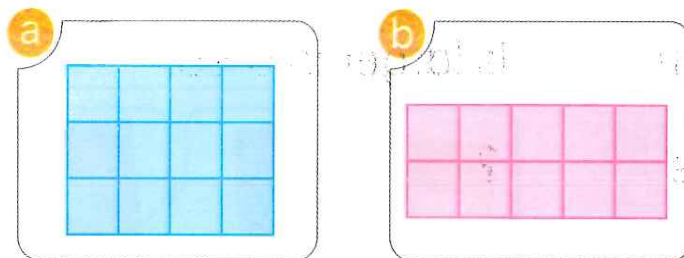
Second: Comparing Areas by Using "How Many Units"

LEARN

- Divide the shapes into **equal units** and compare the number of units.

Note that: The **number of units** represents the **area**.

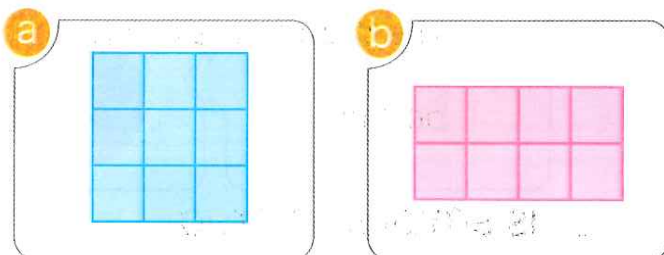
EXAMPLE Which is **larger** in area?



The area of **a** = 12 
 The area of **b** = 10 
 So, **a** is larger in area.

PRACTICE

4 Which is **larger** in area?



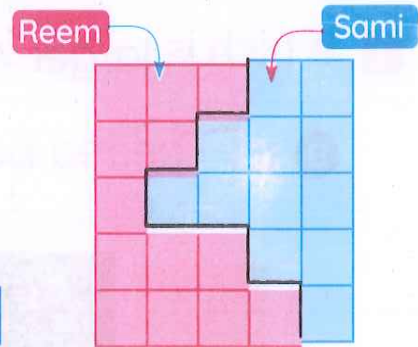
The area of **a** = _____ 
 The area of **b** = _____ 
 So, _____ is larger in area.

5 Reem and Sami colored the shape, and this is what it looked like on the right.

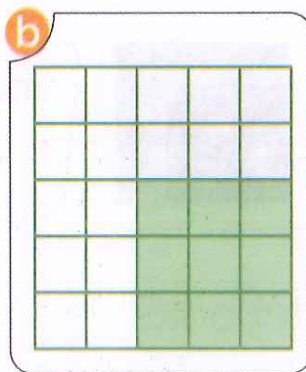
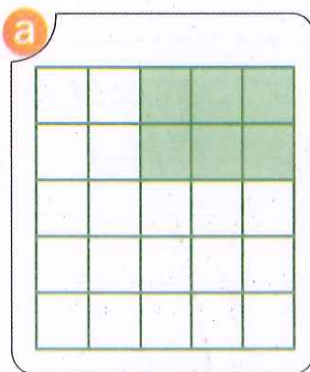
a How many units did Reem color?

b How many units did Sami color?

c Who is the winner (larger area)?



6 Which colored part is larger?

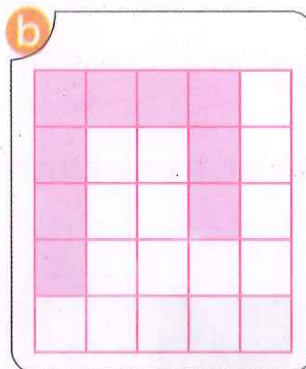
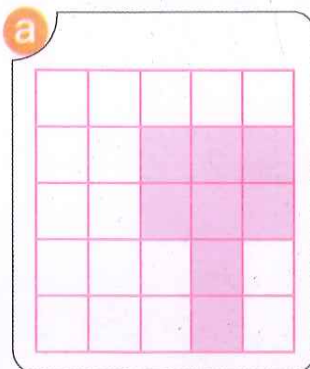


The area of the colored part in a =

The area of the colored part in b =

The colored part in is larger in area.

7 Which colored part is smaller?



The area of the colored part in a =

The area of the colored part in b =

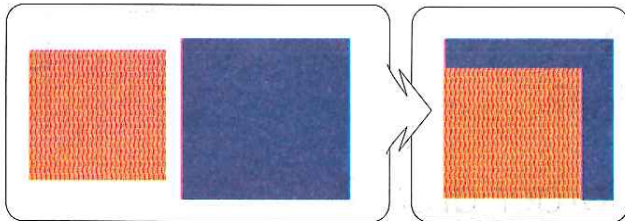
The colored part in is smaller in area.

EXERCISES

on Lessons 3 & 4

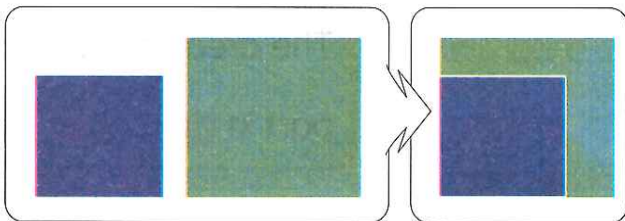
1 Which is **larger** in area:

a  The red paper or the blue paper?



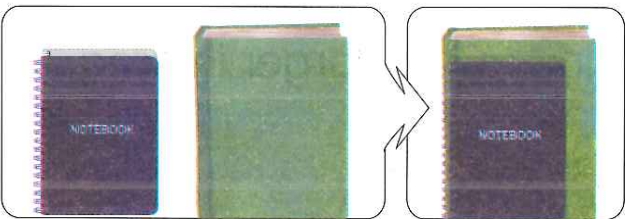
The _____ paper is
larger in area.

b  The blue paper or the green paper?



The _____ paper is
larger in area.

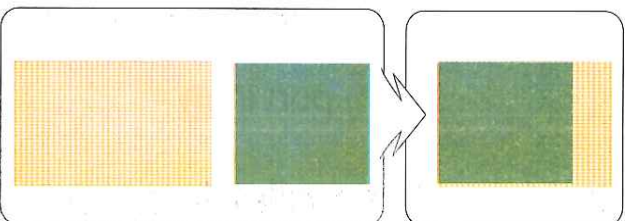
c The book or the notebook?



The _____ is
larger in area.

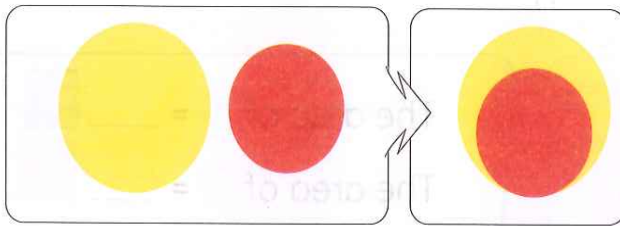
2 Which is **smaller** in area?

a  The yellow paper or the green paper?



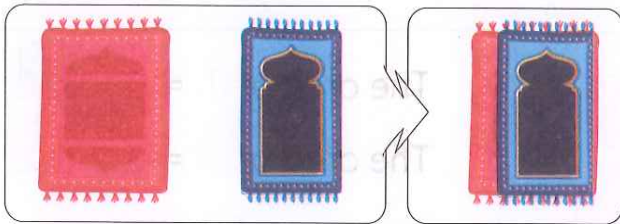
The _____ paper is
smaller in area.

b  The red circle or the yellow circle?



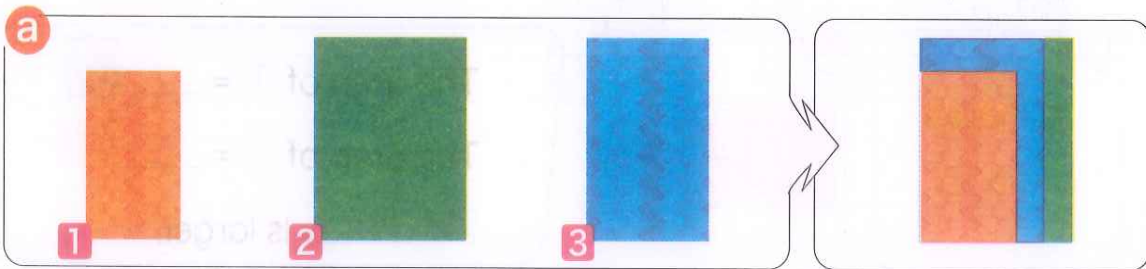
The _____ circle is smaller in area.

c The red rug or the blue rug?



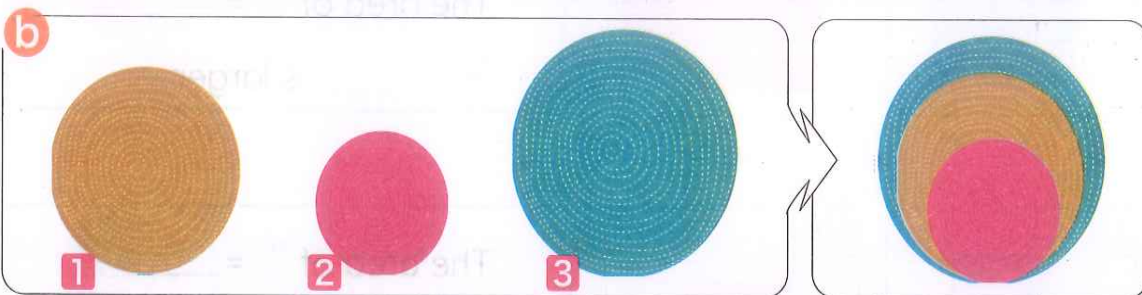
The _____ rug is smaller in area.

3 Arrange by area:



1 Order from the **smallest** to the **largest**: _____, _____, _____

2 Order from the **largest** to the **smallest**: _____, _____, _____

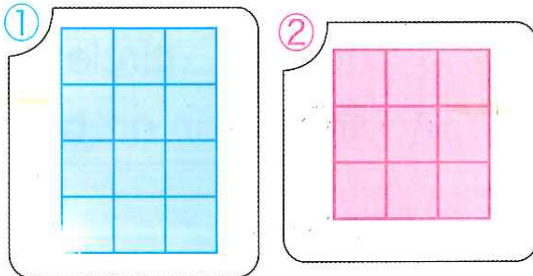


1 Order from the **smallest** to the **largest**: _____, _____, _____

2 Order from the **largest** to the **smallest**: _____, _____, _____

4 Which is larger in area?

a

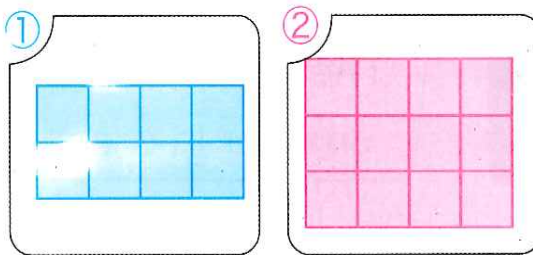


The area of ① = 

The area of ② = 

So, _____ is larger.

b

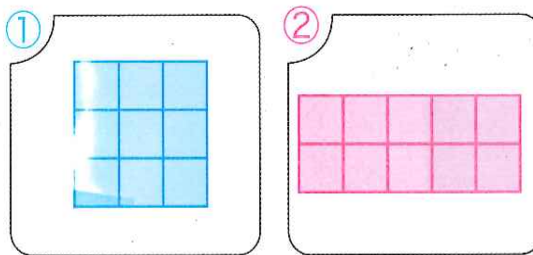


The area of ① = 

The area of ② = 

So, _____ is larger.

c

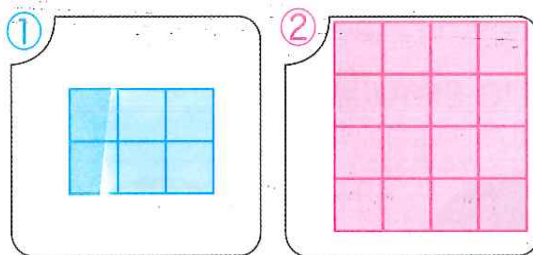


The area of ① = 

The area of ② = 

So, _____ is larger.

d

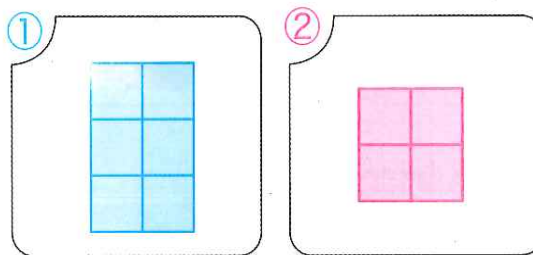


The area of ① = 

The area of ② = 

So, _____ is larger.

e



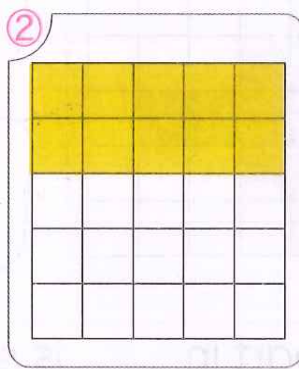
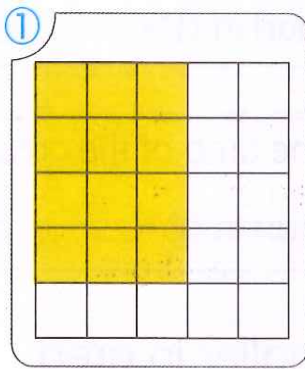
The area of ① = 

The area of ② = 

So, _____ is larger.

5 Which colored part is **larger**?

a

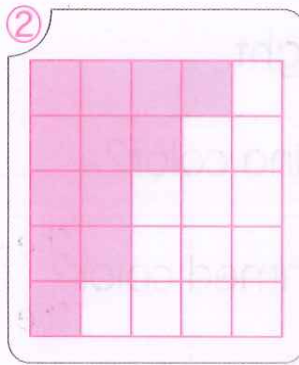
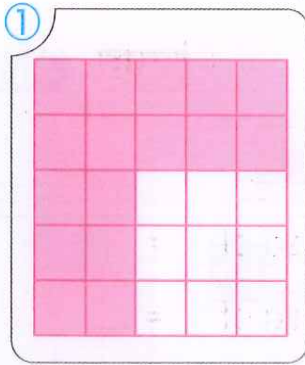


The area of the colored part in ① =

The area of the colored part in ② =

The colored part in is larger in area.

b



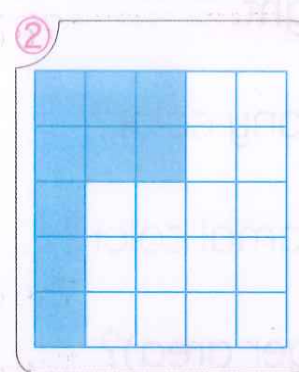
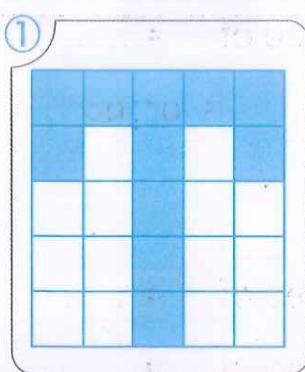
The area of the colored part in ① =

The area of the colored part in ② =

The colored part in is larger in area.

6 Which colored part is **smaller**?

a

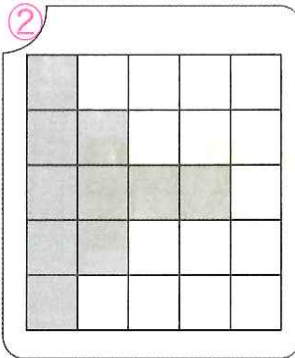
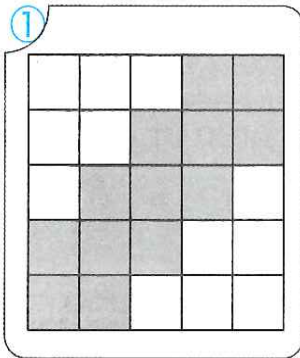


The area of the colored part in ① =

The area of the colored part in ② =

The colored part in is smaller in area.

b



The area of the colored part in ① =

The area of the colored part in ② =

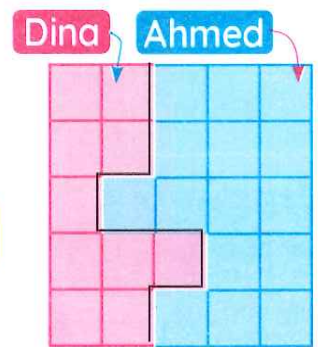
The colored part in _____ is smaller in area.

7 Dina and Ahmed colored the shape, and this is what it looked like on the right.

a How many units did Dina color?

b How many units did Ahmed color?

c Who is the winner (larger area)?

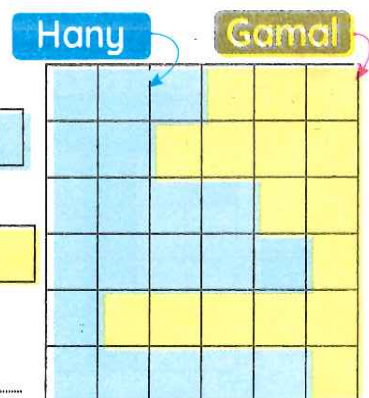


8 Hany and Gamal colored the shape, and this is what it looked like on the right.

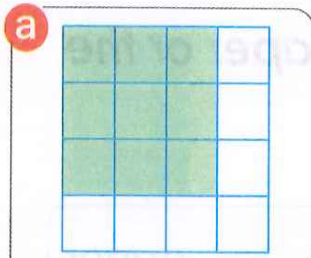
a How many units did Hany color?

b How many units did Gamal color?

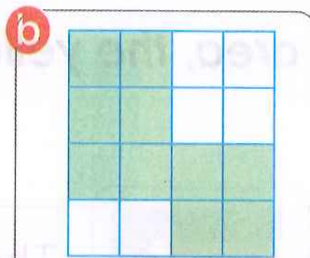
c Who is the winner (larger area)?



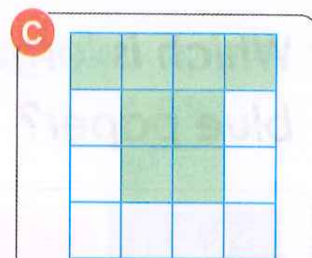
9 Arrange the shapes by their colored areas:



The area of the colored part = 



The area of the colored part = 

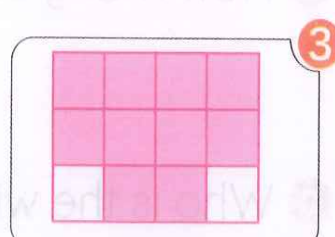
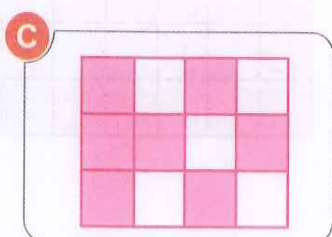
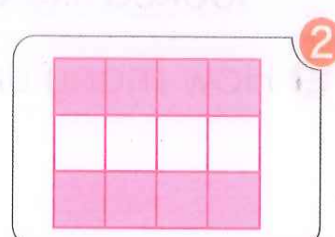
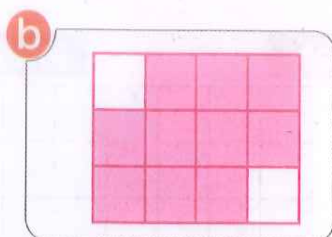
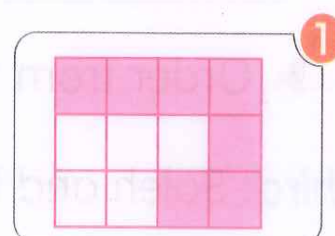
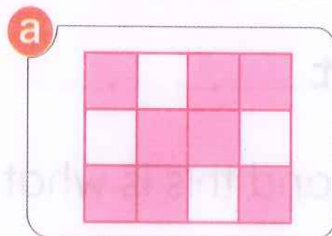


The area of the colored part = 

1 Order from the **smallest** to the **largest**:,,

2 Order from the **largest** to the **smallest**:,,

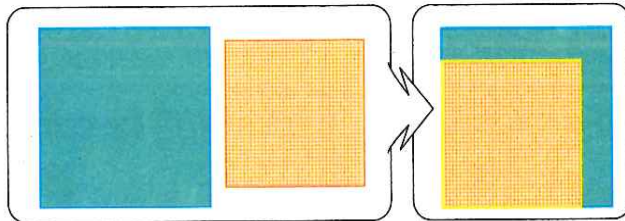
10 Match the **shapes** with the **same colored area**:



ASSESSMENT

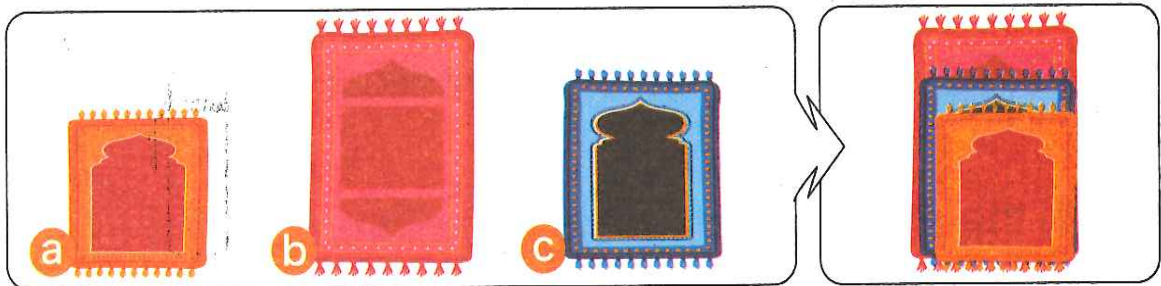
on Lessons 3 & 4

First: Which is **larger** in area, the yellow paper or the blue paper?



The _____ paper is larger in area.

Second: Arrange by area, from the **largest** to the **smallest**:

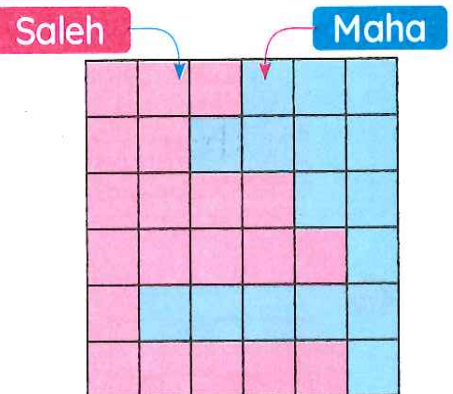


► Order from the **largest** to the **smallest**: _____, _____, _____

Third: Saleh and Maha colored the shape, and this is what it looked like on the right.

a How many units did Saleh color?

b How many units did Maha color?



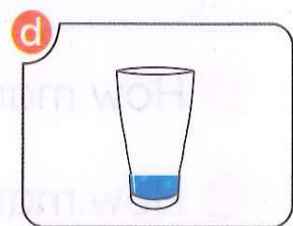
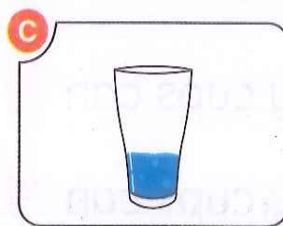
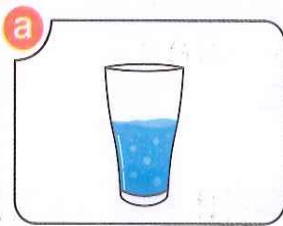
c Who is the winner (larger area)? _____

ASSESSMENT

on Chapter 11

First: Choose the correct answer:

- 1 The cup that contains the same amount of water as the shown cup is:



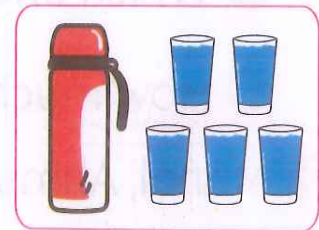
- 2 How many cups does the container fill?

a 3 cups

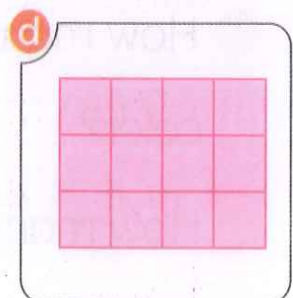
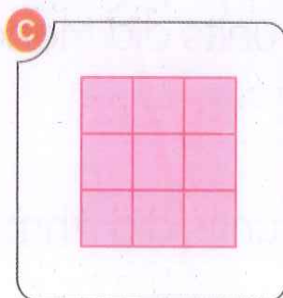
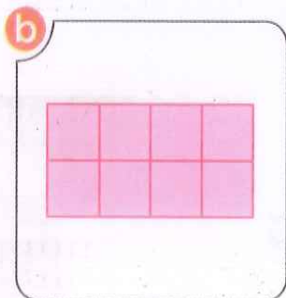
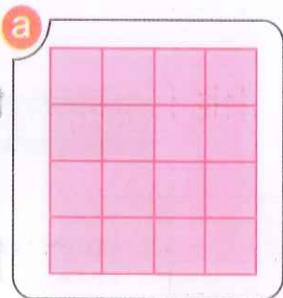
b 4 cups

c 5 cups

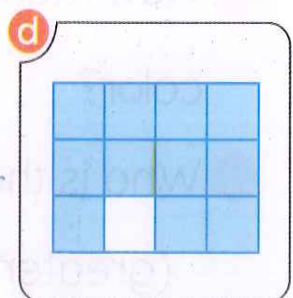
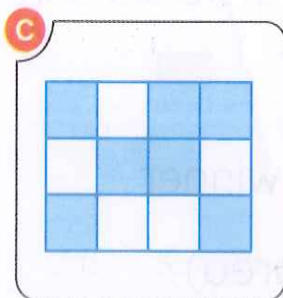
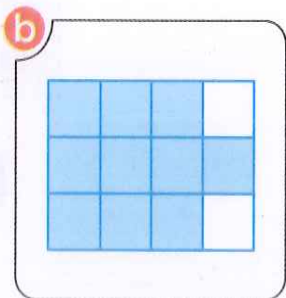
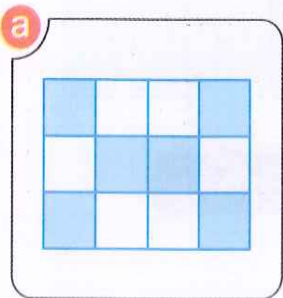
d 6 cups



- 3 Which shape has the largest area?

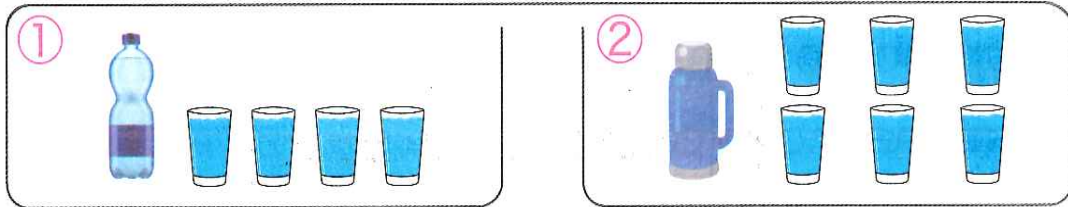


- 4 Which shape has the least colored area?



Second: Answer the following:

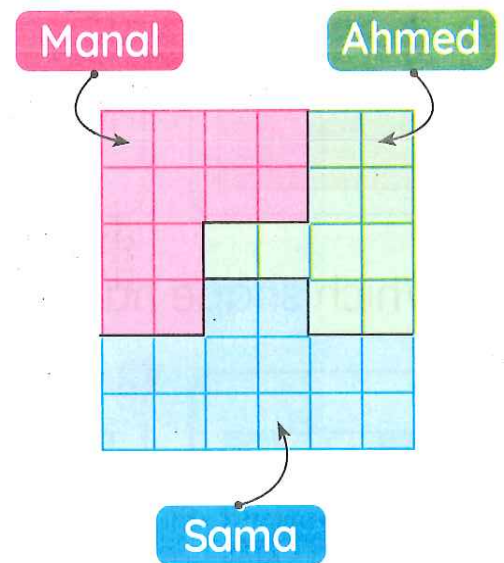
1 Look at the pictures and answer the questions:



- How many cups can ① hold? cups.
- How many cups can ② hold? cups.
- Which one holds more, ① or ②? holds more.
- How much more? - =

2 Manal, Ahmed, and Sama colored the shape, and this is what it looked like on the right:

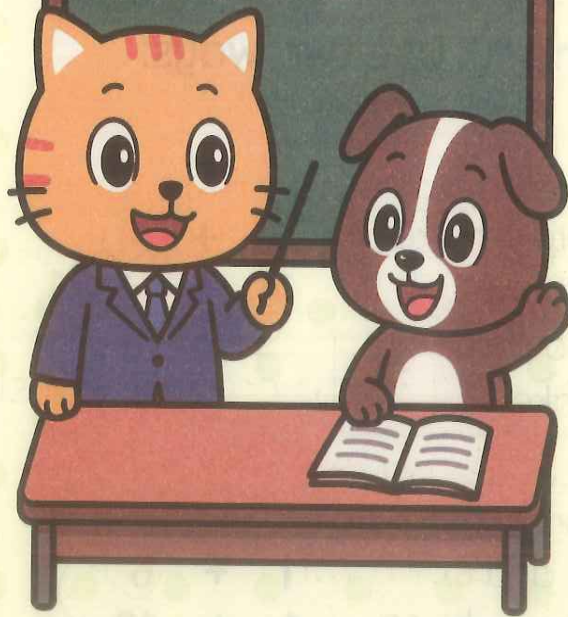
- How many units did Manal color? 
- How many units did Ahmed color? 
- How many units did Sama color? 
- Who is the winner (greater area)?



CHAPTER

12

$$9 + 6 = \dots$$



Addition by Making 10

Lessons
1 & 2

Addition

1&2 Lessons

Addition

LEARN

- To make addition easier, we form a **group of 10** and **count**.

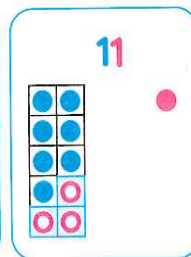
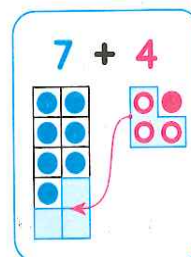
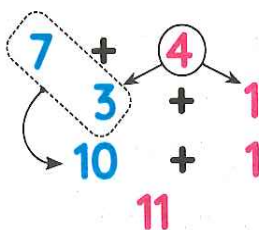
EXAMPLE

- Add by **making 10**. Use two ways:

1 $7 + 4$

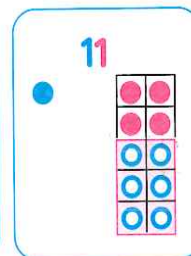
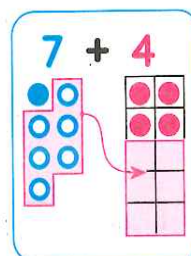
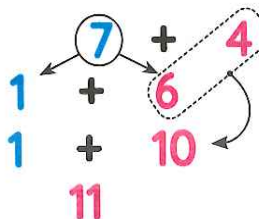
First Way

- 7 needs 3 more to make 10 .
- Split 4 into 3 and 1 .
- Add 3 to 7 to make 10 .
- 10 and 1 make 11 .



Second Way

- 4 needs 6 more to make 10 .
- Split 7 into 1 and 6 .
- Add 6 to 4 to make 10 .
- 1 and 10 make 11 .

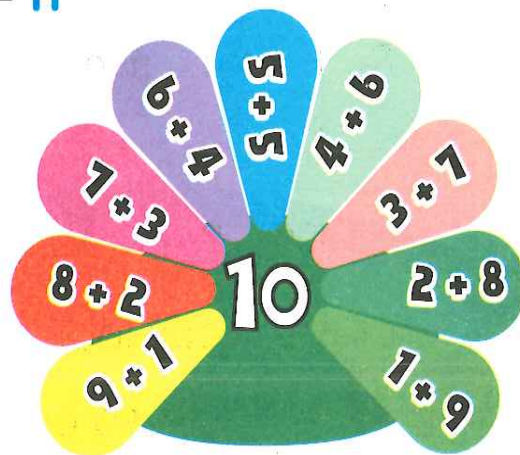


So, $7 + 4 = 11$

REMEMBER



Components
of 10



2 $8 + 6$

First Way

1 8 needs 2 more to make 10 .

2 Split 6 into 2 and 4 .

3 Add 2 to 8 to make 10 .

4 10 and 4 make 14 .

$$\begin{array}{r} 8 + 6 \\ = 8 + 2 + 4 \\ = 10 + 4 \\ = 14 \end{array}$$

Second Way

1 6 needs 4 more to make 10 .

2 Split 8 into 4 and 4 .

3 Add 4 to 6 to make 10 .

4 10 and 4 make 14 .

$$\begin{array}{r} 8 + 6 \\ = 4 + 4 + 6 \\ = 4 + 10 \\ = 14 \end{array}$$



3 $6 + 6$

1 6 needs 4 more to make 10 .

2 Split 6 into 4 and 2 .

3 Add 4 to 6 to make 10 .

4 10 and 2 make 12 .

First Way

$$\begin{array}{r} 6 + 6 \\ = 6 + 4 + 2 \\ = 10 + 2 \\ = 12 \end{array}$$

Second Way

$$\begin{array}{r} 6 + 6 \\ = 2 + 4 + 6 \\ = 2 + 10 \\ = 12 \end{array}$$

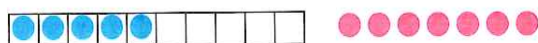
• **Note:** Both ways look alike when the two numbers are the same, so one way is enough.

PRACTICE

1 Add by **making 10**. Use two ways:

a $5 + 7$

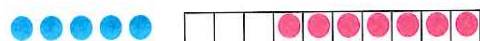
First Way



- ① **5** needs more to make **10**.
- ② Split **7** into and
- ③ Add to to make
- ④ and make

$$\begin{aligned} & \mathbf{5} + \mathbf{7} \\ &= \mathbf{5} + \dots + \dots \\ &= \mathbf{10} + \dots \\ &= \dots \end{aligned}$$

Second Way



- ① **7** needs more to make **10**.
- ② Split **5** into and
- ③ Add to to make
- ④ and make

$$\begin{aligned} & \mathbf{5} + \mathbf{7} \\ &= \dots + \dots + \mathbf{7} \\ &= \dots + \mathbf{10} \\ &= \dots \end{aligned}$$

b $9 + 6$

First Way



- ① **9** needs more to make **10**.
- ② Split **6** into and
- ③ Add to to make
- ④ and make

$$\begin{aligned} & \mathbf{9} + \mathbf{6} \\ &= \mathbf{9} + \dots + \dots \\ &= \mathbf{10} + \dots \\ &= \dots \end{aligned}$$

Second Way



- ① **6** needs more to make **10**.
- ② Split **9** into and
- ③ Add to to make
- ④ and make

$$\begin{aligned} & \mathbf{9} + \mathbf{6} \\ &= \dots + \dots + \mathbf{6} \\ &= \dots + \mathbf{10} \\ &= \dots \end{aligned}$$

c 8 + 7

First Way

- ① 8 needs more to make 10.
- ② Split 7 into and
- ③ Add to to make
- ④ and make

$$\begin{aligned} 8 + 7 \\ = 8 + \dots + \dots \\ = 10 + \dots \\ = \dots \end{aligned}$$

Second Way

- ① 7 needs more to make 10.
- ② Split 8 into and
- ③ Add to to make
- ④ and make

$$\begin{aligned} 8 + 7 \\ = \dots + \dots + 7 \\ = \dots + 10 \\ = \dots \end{aligned}$$

d 8 + 8

- ① 8 needs more to make 10.
- ② Split 8 into and
- ③ Add to to make
- ④ and make

$$\begin{aligned} 8 + 8 \\ = 8 + \dots + \dots \\ = 10 + \dots \\ = \dots \end{aligned}$$

EXAMPLE There are 8 red flowers and 6 white flowers. What is the total number of flowers?

NOTE

When choosing one method, it's better to split the smaller number.

Write the mathematical sentence and the answer.

Solution

Mathematical sentence: $8 + 6 = 14$

10 ← 2 → 4

Answer: 14 flowers

Split 6 into 2 and 4.
Add 2 to 8 to make 10.
10 and 4 make 14.

PRACTICE

► Write the mathematical sentence and the answer.

- 2 There are 9 children. If 4 more children come, how many children will there be in total?



Solution

Mathematical sentence:

..... + =

Answer:

Split into and

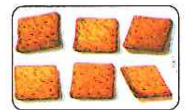
Add to to make

..... and make

- 3 You have 8 cookies and got 6 more cookies.



How many cookies do you have in all?



Solution

Mathematical sentence:

..... + =

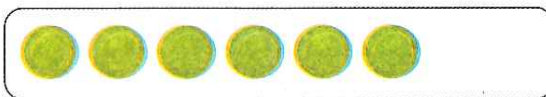
Answer:

Split into and

Add to to make

..... and make

- 4 How many tennis balls and footballs are there in total?



Solution

Mathematical sentence:

..... + =

Answer:

Split into and

Add to to make

..... and make

EXERCISES

on Lessons 1 & 2

1 Add by making 10. Use two ways:

a $8 + 4$

First Way

- ① 8 needs more to make 10.
 ② Split 4 into and
 ③ Add to to make
 ④ and make

$$\begin{aligned} &8 + 4 \\ &= 8 + \dots + \dots \\ &= 10 + \dots \\ &= \dots \end{aligned}$$

Second Way

- ① 4 needs more to make 10.
 ② Split 8 into and
 ③ Add to to make
 ④ and make

$$\begin{aligned} &8 + 4 \\ &= \dots + \dots + 4 \\ &= \dots + 10 \\ &= \dots \end{aligned}$$

b $5 + 6$

First Way

- ① 5 needs more to make 10.
 ② Split 6 into and
 ③ Add to to make
 ④ and make

$$\begin{aligned} &5 + 6 \\ &= 5 + \dots + \dots \\ &= 10 + \dots \\ &= \dots \end{aligned}$$

Second Way

- ① 6 needs more to make 10.
 ② Split 5 into and
 ③ Add to to make
 ④ and make

$$\begin{aligned} &5 + 6 \\ &= \dots + \dots + 6 \\ &= \dots + 10 \\ &= \dots \end{aligned}$$

c $7 + 9$

First Way

- ① 7 needs more to make 10.
 ② Split 9 into and
 ③ Add to to make
 ④ and make

$$\begin{aligned} & 7 + 9 \\ &= 7 + \dots + \dots \\ &= 10 + \dots \\ &= \dots \end{aligned}$$

Second Way

- ① 9 needs more to make 10.
 ② Split 7 into and
 ③ Add to to make
 ④ and make

$$\begin{aligned} & 7 + 9 \\ &= \dots + \dots + 9 \\ &= \dots + 10 \\ &= \dots \end{aligned}$$

d $8 + 5$

First Way

- ① 8 needs more to make 10.
 ② Split 5 into and
 ③ Add to to make
 ④ and make

$$\begin{aligned} & 8 + 5 \\ &= 8 + \dots + \dots \\ &= 10 + \dots \\ &= \dots \end{aligned}$$

Second Way

- ① 5 needs more to make 10.
 ② Split 8 into and
 ③ Add to to make
 ④ and make

$$\begin{aligned} & 8 + 5 \\ &= \dots + \dots + 5 \\ &= \dots + 10 \\ &= \dots \end{aligned}$$

e $9 + 8$

First Way



- ① 9 needs more to make 10.
- ② Split 8 into and
- ③ Add to to make
- ④ and make

$$\begin{aligned} 9 + 8 \\ = 9 + \dots + \dots \\ = 10 + \dots \\ = \dots \end{aligned}$$

Second Way



- ① 8 needs more to make 10.
- ② Split 9 into and
- ③ Add to to make
- ④ and make

$$\begin{aligned} 9 + 8 \\ = \dots + \dots + 8 \\ = \dots + 10 \\ = \dots \end{aligned}$$

f $7 + 7$



- ① 7 needs more to make 10.
- ② Split 7 into and
- ③ Add to to make
- ④ and make

$$\begin{aligned} 7 + 7 \\ = 7 + \dots + \dots \\ = 10 + \dots \\ = \dots \end{aligned}$$

g $9 + 9$

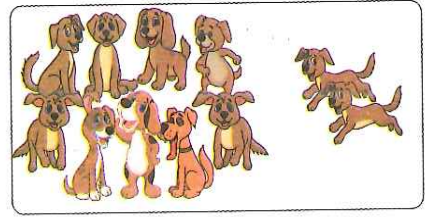


- ① 9 needs more to make 10.
- ② Split 9 into and
- ③ Add to to make
- ④ and make

$$\begin{aligned} 9 + 9 \\ = 9 + \dots + \dots \\ = 10 + \dots \\ = \dots \end{aligned}$$

► Write the mathematical sentence and the answer.

- 2 There are 9 dogs. 2 more dogs came. How many dogs are there in all?



Solution

Mathematical sentence:

..... + =

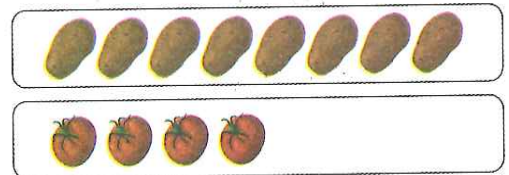
Answer:

Split into and

Add to to make

..... and make

- 3 How many potatoes and tomatoes are there in total?



Solution

Mathematical sentence:

..... + =

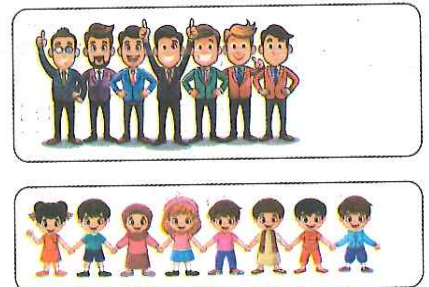
Answer:

Split into and

Add to to make

..... and make

- 4 There are 7 adults and there are 8 children. How many people are there in all?



Solution

Mathematical sentence:

..... + =

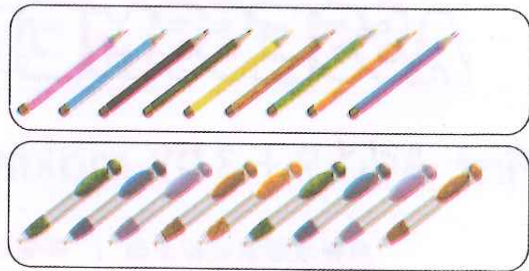
Answer:

Split into and

Add to to make

..... and make

- 5 There are 9 pencils and 9 pens.
How many items are there in all?



Solution

Mathematical sentence:

..... + =

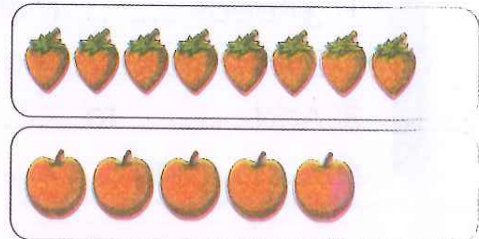
Answer:

Split into and

Add to to make

..... and make

- 6 How many strawberries and apples are there in total?



Solution

Mathematical sentence:

..... + =

Answer:

Split into and

Add to to make

..... and make

- 7 There are 7 boys and 5 girls.
How many children are there in all?



Solution

Mathematical sentence:

..... + =

Answer:

Split into and

Add to to make

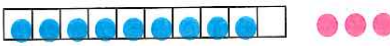
..... and make

ASSESSMENT

on Chapter 12

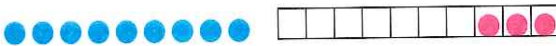
First: Add $9 + 3$ by **making 10**. Use two ways:

First Way

- 
- ① 9 needs more to make 10.
 - ② Split 3 into and
 - ③ Add to to make
 - ④ and make

$$\begin{aligned} &9 + 3 \\ &= 9 + \dots + \dots \\ &= 10 + \dots \\ &= \dots \end{aligned}$$

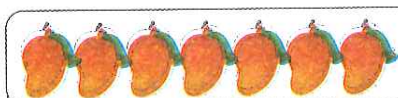
Second Way

- 
- ① 3 needs more to make 10.
 - ② Split 9 into and
 - ③ Add to to make
 - ④ and make

$$\begin{aligned} &9 + 3 \\ &= \dots + \dots + 3 \\ &= \dots + 10 \\ &= \dots \end{aligned}$$

Second: What is the total number of fruits?

► Write the mathematical sentence and the answer.



Solution

Mathematical sentence:

$$\dots + \dots = \dots$$

Answer:

Split into and

Add to to make

..... and make

Third: Match the **equal** results:

a $9 + 3$

b $7 + 7$

c $8 + 8$

d $6 + 7$

1 $6 + 8$

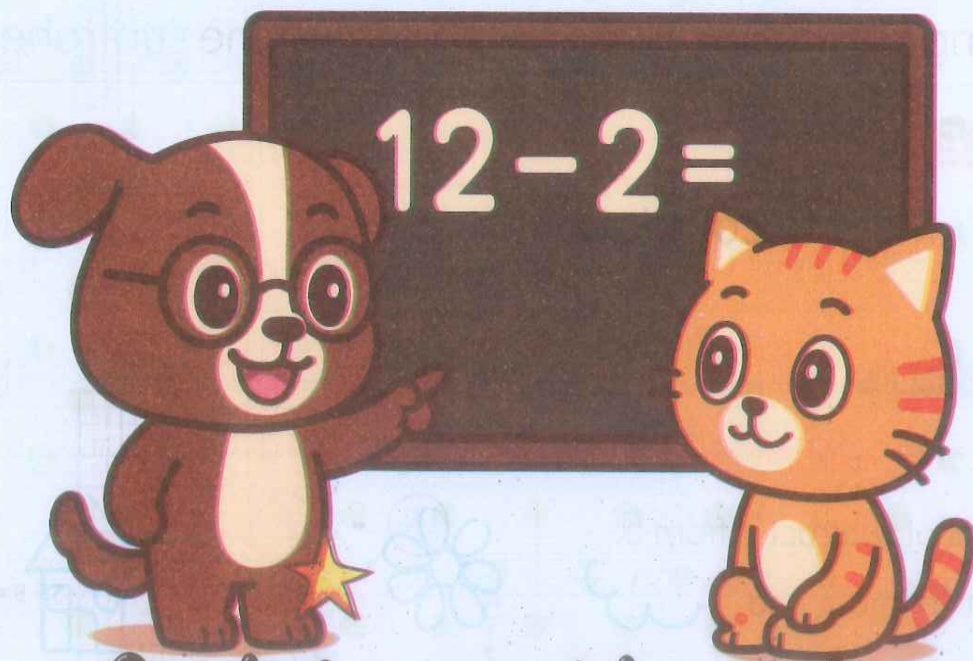
2 $8 + 5$

3 $8 + 4$

4 $9 + 7$

CHAPTER

13



Subtraction by Using 10

Lessons

1 & 2

Subtraction

1&2 Lessons

Subtraction

LEARN

- To make it easier to subtract a number from the numbers 11 to 19, there are two ways:
- Splitting the **minuend**
- Splitting the **subtrahend**

EXAMPLE

- Use **two ways** to calculate:

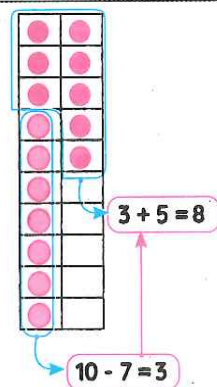
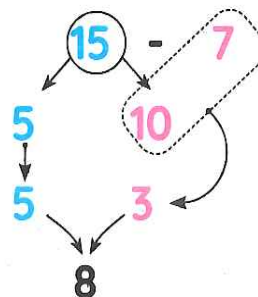
1 $15 - 7$

First Way

Splitting the minuend by 10 and a number.

We cannot subtract 7 from 5.

- Split 15 into 5 and 10.
- Subtract 7 from 10 to get 3.
- 5 and 3 make 8.

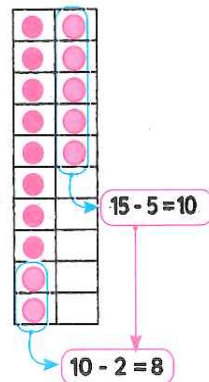
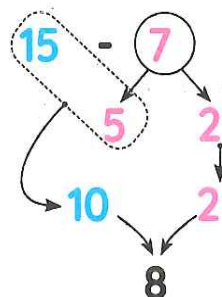


Second Way

Splitting the subtrahend into ones of the minuend and a number.

We cannot subtract 7 from 5.

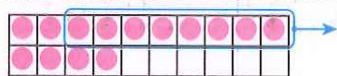
- Split 7 into 5 and 2.
- Subtract 5 from 15 to get 10.
- Subtract 2 from 10 to get 8.



So, $15 - 7 = 8$

2 14 - 8

First Way

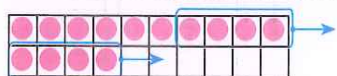


We cannot subtract 8 from 4.

- ① Split 14 into 4 and 10.
- ② Subtract 8 from 10 to get 2.
- ③ 4 and 2 make 6.

$$\begin{aligned} & 14 - 8 \\ &= 4 + 10 - 8 \\ &= 4 + 2 \\ &= 6 \end{aligned}$$

Second Way



We cannot subtract 8 from 4.

- ① Split 8 into 4 and 4.
- ② Subtract 4 from 14 to get 10.
- ③ Subtract 4 from 10 to get 6.

$$\begin{aligned} & 14 - 8 \\ &= 14 - 4 - 4 \\ &= 10 - 4 \\ &= 6 \end{aligned}$$



PRACTICE

1 Use two ways to calculate:

a 12 - 8

First Way



We cannot subtract 8 from 2.

- ① Split 12 into and
- ② Subtract from 10 to get
- ③ and make

$$\begin{aligned} & 12 - 8 \\ &= \dots + \dots - 8 \\ &= \dots + \dots \\ &= \dots \end{aligned}$$

Second Way



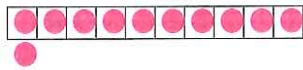
We cannot subtract 8 from 2.

- ① Split 8 into and
- ② Subtract from to get
- ③ Subtract from to get

$$\begin{aligned} & 12 - 8 \\ &= 12 - \dots - \dots \\ &= \dots - \dots \\ &= \dots \end{aligned}$$

b 11 - 6

First Way



We cannot subtract 6 from 1.

- ① Split 11 into and
- ② Subtract from 10 to get
- ③ and make

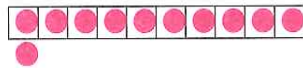
$$11 - 6$$

$$= \dots + \dots - 6$$

$$= \dots + \dots$$

$$= \dots$$

Second Way



We cannot subtract 6 from 1.

- ① Split 6 into and
- ② Subtract from to get
- ③ Subtract from to get

$$11 - 6$$

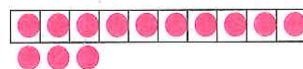
$$= 11 - \dots - \dots$$

$$= \dots - \dots$$

$$= \dots$$

c 13 - 5

First Way



We cannot subtract 5 from 3.

- ① Split 13 into and
- ② Subtract from 10 to get
- ③ and make

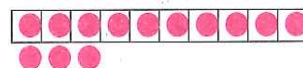
$$13 - 5$$

$$= \dots + \dots - 5$$

$$= \dots + \dots$$

$$= \dots$$

Second Way



We cannot subtract 5 from 3.

- ① Split 5 into and
- ② Subtract from to get
- ③ Subtract from to get

$$13 - 5$$

$$= 13 - \dots - \dots$$

$$= \dots - \dots$$

$$= \dots$$

► Write the mathematical sentence and the answer.

- 2  You have 11 oranges. If you eat 4 oranges, how many are left?



Solution

We cannot subtract 4 from 1.
Split 11 into and
Subtract from to get
..... and make

OR

We cannot subtract 4 from 1.
Split 4 into and
Subtract from to get
Subtract from to get

Mathematical sentence: - =

Answer:

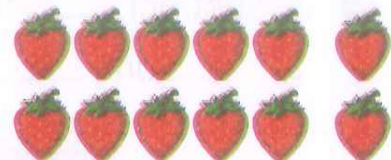
- 3  There are 13 dogs and 6 cats. Which is more?
And by how many?

Solution

Mathematical sentence:
..... - =
Answer:

We cannot subtract 6 from 3.
Split 6 into and
Subtract from to get
Subtract from to get

- 4  You have 12 strawberries. If you eat 3 of them, how many are left?



Solution

Mathematical sentence:
..... - =
Answer:

We cannot subtract 3 from 2.
Split 12 into and
Subtract from to get
..... and make

EXERCISES

on Lessons 1 & 2

1 Use two ways to calculate:

a $11 - 7$

First Way

We cannot subtract 7 from 1.

- ① Split 11 into and
- ② Subtract from 10 to get
- ③ and make

$$11 - 7$$

$$= \dots + \dots - 7$$

$$= \dots + \dots$$

$$= \dots$$

Second Way

We cannot subtract 7 from 1.

- ① Split 7 into and
- ② Subtract from to get
- ③ Subtract from to get

$$11 - 7$$

$$= 11 - \dots - \dots$$

$$= \dots - \dots$$

$$= \dots$$

b $15 - 9$

First Way

We cannot subtract 9 from 5.

- ① Split 15 into and
- ② Subtract from to get
- ③ and make

$$15 - 9$$

$$= \dots + \dots - 9$$

$$= \dots + \dots$$

$$= \dots$$

Second Way

We cannot subtract 9 from 5.

- ① Split 9 into and
- ② Subtract from to get
- ③ Subtract from to get

$$15 - 9$$

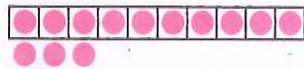
$$= 15 - \dots - \dots$$

$$= \dots - \dots$$

$$= \dots$$

c 13 - 6

First Way



We cannot subtract 6 from 3.

- ① Split 13 into and
- ② Subtract from to get
- ③ and make

$$13 - 6$$

$$= \dots + \dots - 6$$

$$= \dots + \dots$$

$$= \dots$$

Second Way



We cannot subtract 6 from 3.

- ① Split 6 into and
- ② Subtract from to get
- ③ Subtract from to get

$$13 - 6$$

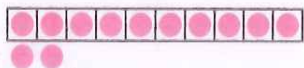
$$= 13 - \dots - \dots$$

$$= \dots - \dots$$

$$= \dots$$

d 12 - 4

First Way



We cannot subtract 4 from 2.

- ① Split 12 into and
- ② Subtract from to get
- ③ and make

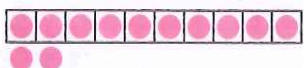
$$12 - 4$$

$$= \dots + \dots - 4$$

$$= \dots + \dots$$

$$= \dots$$

Second Way



We cannot subtract 4 from 2.

- ① Split 4 into and
- ② Subtract from to get
- ③ Subtract from to get

$$12 - 4$$

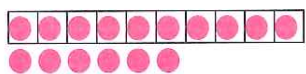
$$= 12 - \dots - \dots$$

$$= \dots - \dots$$

$$= \dots$$

e 16 - 8

First Way



We cannot subtract 8 from 6.

- ① Split 16 into and
- ② Subtract from to get
- ③ and make

$$16 - 8$$

$$= \dots + \dots - 8$$

$$= \dots + \dots$$

$$= \dots$$

Second Way



We cannot subtract 8 from 6.

- ① Split 8 into and
- ② Subtract from to get
- ③ Subtract from to get

$$16 - 8$$

$$= 16 - \dots - \dots$$

$$= \dots - \dots$$

$$= \dots$$

f 17 - 8

First Way



We cannot subtract 8 from 7.

- ① Split 17 into and
- ② Subtract from to get
- ③ and make

$$17 - 8$$

$$= \dots + \dots - 8$$

$$= \dots + \dots$$

$$= \dots$$

Second Way



We cannot subtract 8 from 7.

- ① Split 8 into and
- ② Subtract from to get
- ③ Subtract from to get

$$17 - 8$$

$$= 17 - \dots - \dots$$

$$= \dots - \dots$$

$$= \dots$$

► Write the mathematical sentence and the answer.

2 You have 15 watermelons and 6 melons.

Which is more? And by how many?

Solution

We cannot subtract 6 from 5.

Split 15 into and

Subtract from to get

..... and make

OR

We cannot subtract 6 from 5.

Split 6 into and

Subtract from to get

Subtract from to get

Mathematical sentence: - = Answer:

3 There are 16 students in the class; 9 were absent today. How many students attended today?

Solution

We cannot subtract 9 from 9.

Split 16 into and

Subtract from to get

..... and make

OR

We cannot subtract 9 from 6.

Split 9 into and

Subtract from to get

Subtract from to get

Mathematical sentence: - = Answer:

4 Salma has 11 glass marbles. She gave her sister 8 marbles.

How many marbles remain with her?



Solution

Mathematical sentence:

..... - =

Answer:

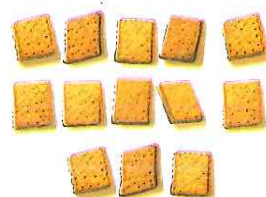
We cannot subtract 8 from 1.

Split 11 into and

Subtract from to get

..... and make

- 5 There were 13 biscuits in a box. The children ate 7 biscuits. How many biscuits remain in the box?



Solution

Mathematical sentence:

..... - =

Answer:

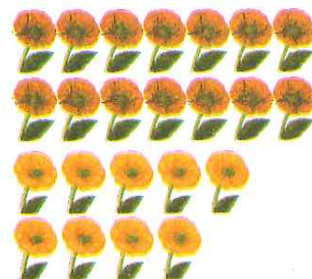
We cannot subtract 7 from 3.

Split 13 into and

Subtract from to get

..... and make

- 6 There are 14 red flowers and 9 yellow flowers in the garden. What is the numerical difference between the two types?



Solution

Mathematical sentence:

..... - =

Answer:

We cannot subtract 9 from 4.

Split 9 into and

Subtract from to get

Subtract from to get

- 7 Youssef has 11 toy cars, and his brother has 6 cars. How many more cars does Youssef have than his brother?



Solution

Mathematical sentence:

..... - =

Answer:

We cannot subtract 6 from 1.

Split 6 into and

Subtract from to get

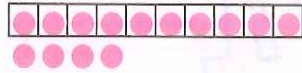
Subtract from to get

ASSESSMENT

on Chapter 13

First: Use two ways to calculate $(14 - 7)$:

First Way



We cannot subtract 7 from 4.

- ① Split 14 into and
- ② Subtract from to get
- ③ and make

$$14 - 7$$

$$= \dots + \dots - 7$$

$$= \dots + \dots$$

$$= \dots$$

Second Way



We cannot subtract 7 from 4.

- ① Split 7 into and
- ② Subtract from to get
- ③ Subtract from to get

$$14 - 7$$

$$= 14 - \dots - \dots$$

$$= \dots - \dots$$

$$= \dots$$

Second: There were 13 apples in one basket, and 5 apples in the other basket.

What is the difference between the two baskets?

► Write the mathematical sentence and the answer.

Solution

Mathematical sentence:

$$\dots - \dots = \dots$$

Answer:

We cannot subtract 7 from 3.

Split 13 into and

Subtract from to get

..... and make

CHAPTER

14



Ones, Tens and Hundreds

Lessons

1 & 2

Making Groups of 10

How Many 10s and How Many 1s

Lessons

3 & 4

Ten 10s

How Numbers Are Arranged up to 100

Lesson

5

Number Line up to 100

Lessons

7 & 8

Adding and Subtracting Ones

Lesson

6

Numbers Bigger than 100

Lesson

9

Adding and Subtracting Tens

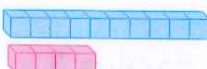
1&2 Lessons

Making Groups of 10 How Many 10s and How Many 1s

REMEMBER

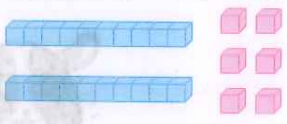
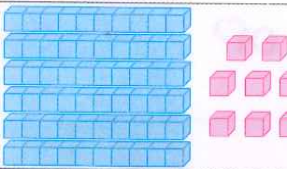
- Numbers from 11 to 19:
▶ are divided into 10 and another number.

EXAMPLES

	10 and 1 make 11 eleven.
	10 and 4 make 14 fourteen.
	10 and 7 make 17 seventeen.

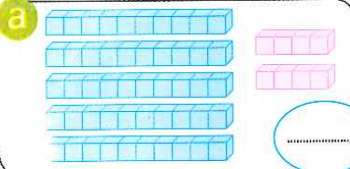
- Numbers greeter than 20:
▶ are divided into groups of 10 and another number.

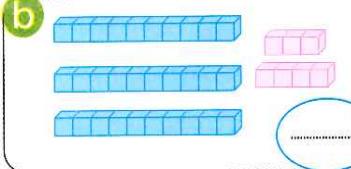
EXAMPLES

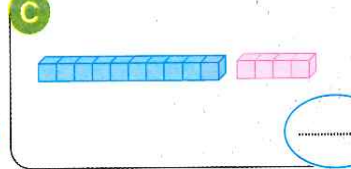
	20 and 6 make 26 twenty-six.
	40 and 4 make 44 forty-four.
	60 and 8 make 68 sixty-eight.
	8 groups of 10 make 80 eighty.

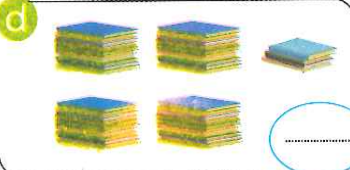
PRACTICE

1 Count and write the number:

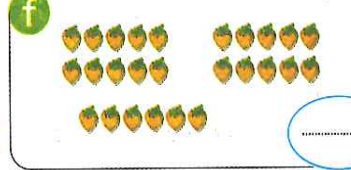
a 

b 

c 

d 

e 

f 

2 Complete the following:

- a** 10 and 3 make

b and make 17.

c 20 and 6 make

d 50 and 8 make

e and make 76.

f and make 93.

g 3 groups of 10 make

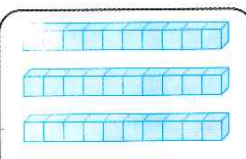
h groups of 10 make 50.

LEARN

Tens Place	Ones Place
It holds a group of 10s (on the left side).	It holds a group of 1s (on the right side).

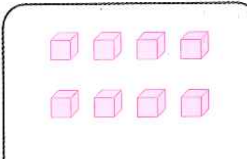


EXAMPLE What is the number 38 made of?



3-Tens

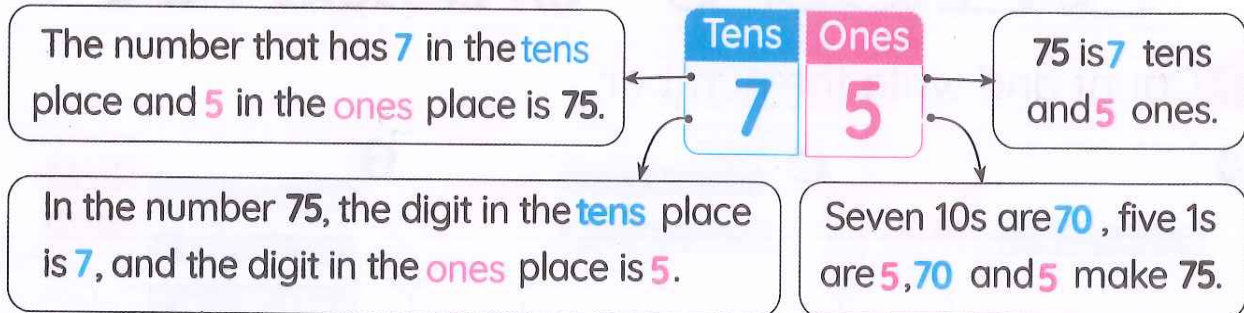
Tens	Ones
3	8



8-Ones

Thirty-eight

EXAMPLE Notice the following:



PRACTICE

3 Complete the following:

- 59 is _____ **tens** and _____ **ones**.
- 83 is _____ **tens** and _____ **ones**.
- In the number 80, the digit in the **tens** place is _____, and the digit in the **ones** place is _____.
- In the number 92, the digit in the **tens** place is _____, and the digit in the **ones** place is _____.
- Nine **10s** are _____, three **1s** are _____, 90 and 3 make _____.
- Six **10s** are _____, seven **1s** are _____, 60 and 7 make _____.
- The number that has 5 in the **tens** place and 3 in the **ones** place is _____.
- The number that has 8 in the **tens** place and 7 in the **ones** place is _____.
- Eight **10s** are _____.
- Nine **10s** are _____.

EXERCISES

on Lessons 1 & 2

1 Count and write the number:

a

.....

b

.....

c

.....

d

.....

e

.....

f

.....

g

.....

h

.....

i

.....

j

.....

k

.....

2 Match:

a 3 ones and 8 tens

b 7 ones and 5 tens

c 2 tens and 4 ones

d 3 tens and 8 ones

Fifty-seven **1**

Thirty-eight **2**

Eighty-three **3**

Twenty-four **4**



3 Complete the following:

- a In the number **28**, the digit in the **tens** place is _____, and the digit in the **ones** place is _____.
- b In the number **63**, the digit in the **tens** place is _____, and the digit in the **ones** place is _____.
- c In the number _____, the digit in the **tens** place is **3**, and the digit in the **ones** place is **5**.
- d In the number _____, the digit in the **tens** place is **5**, and the digit in the **ones** place is **0**.
- e Three **10s** are _____, four **1s** are _____, **30** and **4** make _____.
- f Nine **10s** are _____, nine **1s** are _____, **90** and **9** make _____.
- g _____ **10s** are **80**, _____ **1s** are **2**, **80** and **2** make _____.
- h _____ **10s** are **20**, _____ **1s** are **7**, _____ and _____ make **27**.
- i The number that has **5** in the **tens** place and **9** in the **ones** place is _____.
- j The number that has _____ in the **tens** place and _____ in the **ones** place is **14**.
- k The number that has _____ in the **tens** place and _____ in the **ones** place is **50**.
- l Three **10s** are _____.
- m Nine **10s** are _____.
- n _____ **10s** are **60**.
- o _____ **10s** are **80**.

4 Complete as in the example:

Example

Tens	Ones
8	3

80 and 3
Eighty-three

a

Tens	Ones
2	4

_____ and _____

b

Tens	Ones
6	2

_____ and _____

c

Tens	Ones
_____	_____

_____ and _____
Fifteen

d

Tens	Ones
9	3

_____ and _____

e

Tens	Ones
4	0

_____ and _____

f

Tens	Ones
_____	_____

_____ and _____
Seventy-eight

g

Tens	Ones
3	6

_____ and _____

h

Tens	Ones
5	1

_____ and _____

5 Complete the following:

- a** 42 is _____ tens _____ ones. **b** 93 is _____ tens _____ ones.
- c** _____ is 4 tens and 6 ones. **d** _____ is 1 ten and 2 ones.
- e** 60 is _____ ones _____ tens. **f** 19 is _____ ones _____ tens.
- g** _____ is 3 ones and 2 tens. **h** _____ is 2 ones and 3 tens.

6 Choose the correct answer:

a 12 is _____.

① 1 ten and 2 ones

② 2 tens and 1 one

③ 1 ten and 12 ones

④ 12 tens

b 25 is _____.

① 5 tens and 2 ones

② 1 ten and 5 ones

③ 2 tens and 5 ones

④ 20 tens

c 40 is _____.

① 4 tens and 0 ones

② 2 tens and 4 ones

③ 0 tens and 4 ones

④ 4 tens and 4 ones

d Which number is 3 tens and 8 ones?

① 83

② 38

③ 30

④ 80

e Which number is the greatest number of ones?

① 72

② 34

③ 48

④ 59

f Which of the following numbers is 1 ten only?

① 10

② 31

③ 41

④ 77



ASSESSMENT

on Lessons 1 & 2

First: Choose the correct answer:

a 30 and 4 make

① 43

② 34

③ 70

④ 7

b 62 is

① 6 ones and 2 tens

② 2 ones and 60 tens

③ 2 ones and 6 tens

④ 20 ones and 6 tens

c The number that has 3 in the tens place and 7 in the ones place is

① 37

② 73

③ 10

④ 77

d Six 10s equal

① 16

② 61

③ 70

④ 60

e is 4 ones and 5 tens.

① forty-five

② Ninety

③ Nineteen

④ Fifty-four

f 7 ones and 3 tens 7 tens and 3 ones

① <

② =

③ >

④ +

Second: Match:

	Tens	Ones
a	3	3

	Tens	Ones
b	3	1

	Tens	Ones
c	3	0

	Tens	Ones
d	1	3

1 Thirty-one

2 Thirteen

3 Thirty-three

4 Thirty



3&4 Lessons

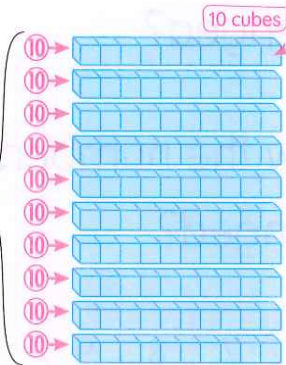
Ten 10s

How Numbers Are Arranged up to 100

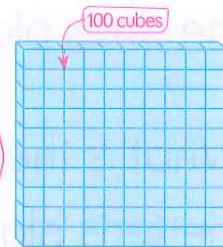
LEARN



10 groups, each group is made of 10 cubes.



Ten 10s make one hundred.



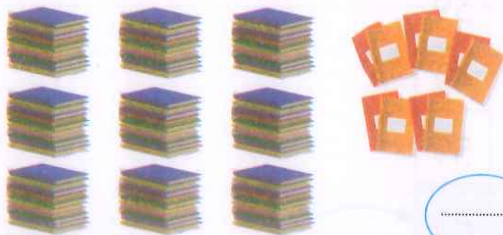
One hundred is written as 100.

100 is 1 more than 99. $99 + 1 = 100$

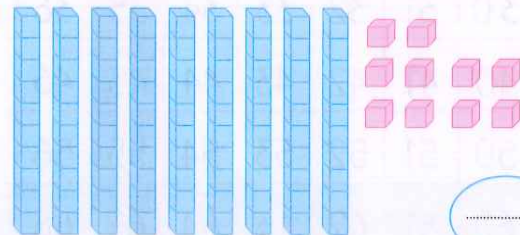
PRACTICE

1 Count and write the number:

a



b



LEARN

Rules for How Numbers Are Arranged up to 100

• By looking at the following chart, we find that:

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100									

The numbers increase by 10 as they go down.

The numbers increase by 1 as they go to the right.



EXAMPLE

• Look at the following chart and answer the questions:

a What is the rule for how the numbers that have **5** in the **ones** place are arranged?

b What is the rule for how the numbers that have **6** in the **tens** place are arranged?

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100									



a The numbers are lined up **vertically**, and they **increase** by **10** as they go **down**.

b The numbers are lined up **horizontally**, and they **increase** by **1** as they go to the **right**.

PRACTICE

2  Using the previous chart, answer:

a What is the rule for how the numbers that have 8 in the **ones** place are arranged?

► The numbers are lined up _____, and they **increase** by _____ as they go _____.

b What is the rule for how the numbers that have 6 in the **ones** place are arranged?

► The numbers are lined up _____, and they **increase** by _____ as they go _____.

c What is the rule for how the numbers that have 3 in the **tens** place are arranged?

► The numbers are lined up _____, and they **increase** by _____ as they go _____.

d What is the rule for how the numbers that have 9 in the **tens** place are arranged?

► The numbers are lined up _____, and they **increase** by _____ as they go _____.

EXAMPLE

- Look at the opposite chart and tell us what number goes in .

▶ The horizontal rule is: 35, 36, 37.

▶ The vertical rule is: 17, 27, 37.

▶ Answer: 37

Vertically

horizontally

	15	16	17	18	19
	25	26		28	29
	35				39
	45	46		48	49
	55	56	57	58	59

PRACTICE

- 3 Look at the opposite chart and tell us what number goes in .

a The horizontal rule is: _____, _____, _____.

b The vertical rule is: _____, _____, _____.

c Answer: _____

	40	41	42	43	44
	50	51		53	54
	60				64
	70	71		73	74
	80	81	82	83	84

- 4 Look at the opposite chart and tell us what number goes in .

a The horizontal rule is: _____, _____, _____.

b The vertical rule is: _____, _____, _____.

c Answer: _____

	25	26	27	28	29
	35	36		38	39
	45				49
	55	56		58	59
	65	66	67	68	69

EXERCISES

on Lessons 3 & 4

1 Count and write the number:

a

.....

b

.....

c

.....

d

.....

e

.....

f

.....

g

.....

h

.....

2 Look at the following **chart** and answer the questions.

What is the **rule** for how the numbers are arranged?

a Numbers that have **9** in the **ones** place:

▶ The numbers are lined up _____, and they **increase** by _____ as they go _____.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100									

b Numbers that have **7** in the **ones** place:

▶ The numbers are lined up _____, and they **increase** by _____ as they go _____.

c Numbers that have **0** in the **ones** place:

▶ The numbers are lined up _____, and they **increase** by _____ as they go _____.

d Numbers that have **8** in the **tens** place:

▶ The numbers are lined up _____, and they **increase** by _____ as they go _____.

e Numbers that have **6** in the **tens** place:

The numbers are lined up _____, and they **increase** by _____ as they go _____.

f Numbers that have **2** in the **tens** place:

The numbers are lined up _____, and they **increase** by _____ as they go _____.

3 In each of the following:

- Look at the following charts and tell us what numbers go in .

a ① The horizontal rule is: _____, _____, _____.

② The vertical rule is: _____, _____, _____.

③ Answer: _____

10	11	12	13	14
20	21		23	24
30				34
40	41		43	44
50	51	52	53	54

b ① The horizontal rule is: _____, _____, _____.

② The vertical rule is: _____, _____, _____.

③ Answer: _____

55	56	57	58	59
65	66		68	69
75				79
85	86		88	89
95	96	97	98	99

c ① The horizontal rule is: _____, _____, _____.

② The vertical rule is: _____, _____, _____.

③ Answer: _____

33	34	35	36	37
43	44		46	47
53				57
63	64		66	67
73	74	75	76	77

d ① The horizontal rule is: _____, _____, _____.

② The vertical rule is: _____, _____, _____.

③ Answer: _____

42	43	44	45	46
52	53		55	56
62				66
72	73		75	76
82	83	84	85	86

4 Look at the following **chart**, then complete using the same pattern.

- a 13, 14, 15, _____, _____, _____
- b 44, 45, 46, _____, _____, _____
- c 70, 71, 72, _____, _____, _____
- d 14, 24, 34, _____, _____, _____
- e 9, 19, 29, _____, _____, _____
- f 41, 42, 43, _____, _____, _____

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100									

5 Complete the following **chart**:

0	1	2	_____	_____	_____	6	7	8	_____
_____	_____	_____	13	14	_____	_____	17	_____	19
_____	_____	_____	_____	24	25	26	_____	_____	29
30	_____	_____	33	34	_____	_____	37	38	_____
_____	_____	42	43	_____	45	_____	_____	_____	49
50	_____	52	_____	54	55	56	_____	_____	_____
_____	_____	_____	_____	64	65	66	_____	_____	69
_____	71	72	_____	_____	_____	76	77	_____	_____
80	_____	_____	83	84	_____	_____	_____	88	89
_____	91	92	_____	_____	95	96	_____	_____	99



ASSESSMENT

on Lessons 3 & 4

First: Choose the number that should be placed in :

a

35	36	37
45		47
55	56	57

- ① 46 ② 55
③ 66 ④ 37

b

72	73	
82	83	84
92	93	94

- ① 75 ② 74
③ 71 ④ 47

c

44	45	46
54	55	56
	65	66

- ① 77 ② 54
③ 46 ④ 64

Second: Look at the opposite chart and tell us what number goes in :

- a** The horizontal rule is:
b The vertical rule is:
c Answer:

25	26	27	28	29
35	36		38	39
45				49
55	56		58	59
65	66	67	68	69

Third: Look at the following chart and answer the questions.

What is the rule for how the numbers are arranged?

- a** Numbers that have 4 in the ones place:

▶ The numbers are lined up, and they **increase** by as they go

- b** Numbers that have 1 in the tens place:

▶ The numbers are lined up, and they **increase** by as they go

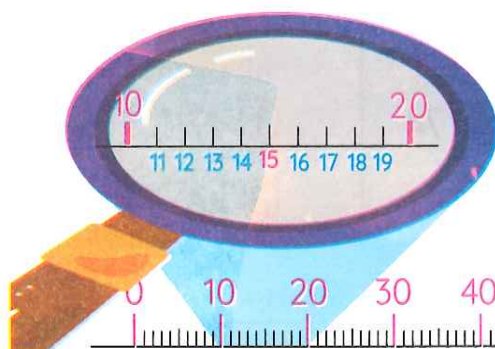
0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100									

5

Lesson

Number Line up to 100

LEARN



Number line

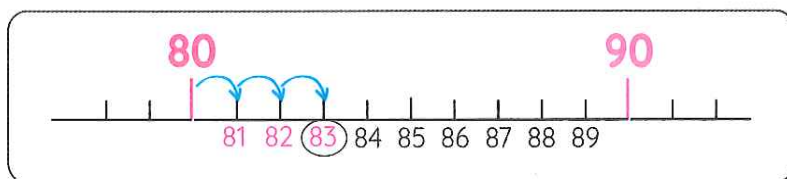
It is a straight line used to represent **numbers**. The numbers are arranged on it at **equal intervals** and **increase** as we go from **left to right**.

We can compare the numbers by using a number line.

EXAMPLES

- Use the number line to answer the following questions:

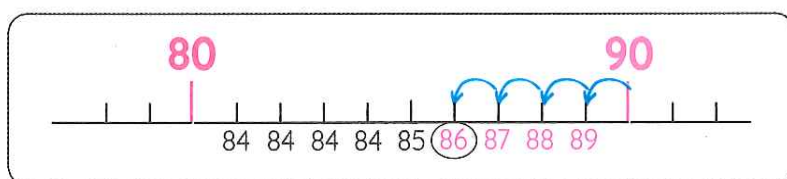
- Which number is 3 more than 80?



▶ The number is: **83** (3 steps **after** 80).



- Which number is 4 less than 90?

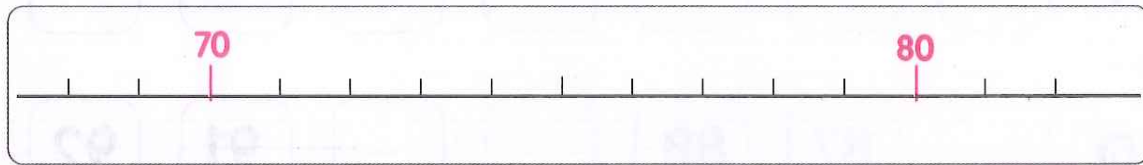


▶ The number is: **86** (4 steps **before** 90).



PRACTICE

1 Use the number line to answer the following questions:



a Which number is 4 more than 70?

(The number is:)

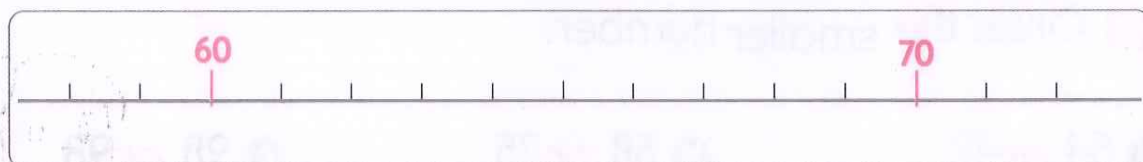
b Which number is 2 less than 80?

(The number is:)

c Which number is 3 less than 75?

(The number is:)

2 Use the number line to answer the following questions:



a Which number is 5 more than 60?

(The number is:)

b Which number is 3 less than 70?

(The number is:)

c Which number is 4 less than 86?

(The number is:)

3 What number goes in ?

a 47 48 51 52

b 87 88 91 92

c 50 48 47 46

d 100 98 97 95

4 Circle the **bigger** number:

- a 75 *or* 83 b 64 *or* 56 c 64 *or* 87

5 Circle the **smaller** number:

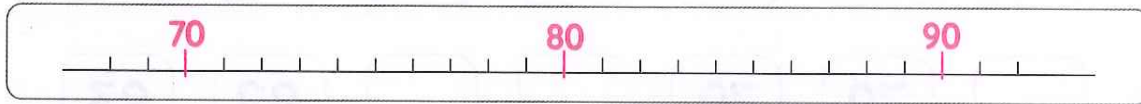
- a 54 *or* 47 b 68 *or* 75 c 98 *or* 98



EXERCISES

on Lesson 5

1 Use the **number line** to answer the following questions:



- a Which number is **3** more than **70**? The number is:
- b Which number is **5** more than **80**? The number is:
- c Which number is **2** more than **76**? The number is:
- d Which number is **6** more than **78**? The number is:
- e Which number is **4** less than **90**? The number is:
- f Which number is **7** less than **80**? The number is:
- g Which number is **2** less than **97**? The number is:
- h Which number is **7** less than **78**? The number is:

2 Use the **number line** to answer the following questions:



- a Which number is **2** more than **50**? The number is:
- b Which number is **7** more than **43**? The number is:
- c Which number is **5** more than **32**? The number is:
- d Which number is **6** less than **40**? The number is:
- e Which number is **8** less than **45**? The number is:
- f Which number is **2** less than **38**? The number is:

3 What number goes in ?

a	31	32			35	36	
b		78	79			82	83
c	20		40	50	60		
d	40		60	70		90	
e	26	25			22	21	
f		52	51			48	47
g	60		40	30	20		
h	100		80	70		50	

4 Circle the **bigger** number:

- | | | | |
|-------------------|-------------------|-------------------|-------------------|
| a 32 <i>or</i> 23 | b 44 <i>or</i> 55 | c 72 <i>or</i> 78 | d 91 <i>or</i> 89 |
| e 67 <i>or</i> 49 | f 81 <i>or</i> 69 | g 8 <i>or</i> 12 | h 50 <i>or</i> 15 |
| i 60 <i>or</i> 36 | j 87 <i>or</i> 78 | k 9 <i>or</i> 34 | l 12 <i>or</i> 11 |

5 Circle the **smaller** number:

- a 17 **or** 71 b 44 **or** 32 c 49 **or** 62 d 5 **or** 15
 e 40 **or** 14 f 81 **or** 69 g 17 **or** 14 h 70 **or** 80
 i 62 **or** 46 j 51 **or** 55 k 8 **or** 13 l 74 **or** 48

6 Arrange each set of numbers from the **smallest** to the **biggest**:

a	15	19	12	17	b	50	80	30	40

c	38	18	88	68	d	24	32	42	23

7 Arrange each set of numbers from the **biggest** to the **smallest**:

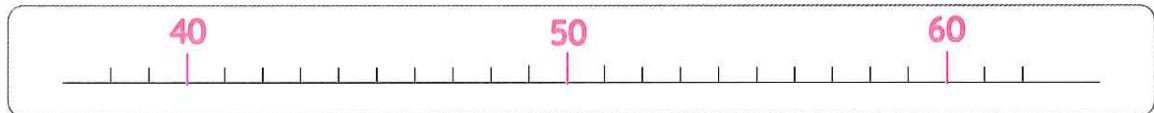
a	80	50	100	40	b	17	70	7	77

c	64	69	60	67	d	32	56	74	39

ASSESSMENT

on Lesson 5

First: Use the **number line** to choose the correct answer:



a Which number is **5** more than **40**?

- ① 45 ② 35 ③ 55 ④ 65

b Which number is **3** more than **50**?

- ① 47 ② 53 ③ 80 ④ 20

c Which number is **6** less than **62**?

- ① 56 ② 86 ③ 58 ④ 48

d Which number is **2** less than **70**?

- ① 72 ② 78 ③ 58 ④ 68

Second: What number goes in ?

a 35 — 36 — — 38 — **b** 20 — — 40 — 50 —

c — 70 — 60 — 50 — **d** 62 — 61 — 60 — —

Third: Complete using **<**, **=**, or **>**:

a 48 84

b 39 73

c 57 57

d 27 27

e 71 69

f 49 36

6 Lesson

Numbers Bigger than 100

LEARN



When we arrange numbers **bigger than 100** in groups of **ten**, they look like the opposite chart.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100	101	102	103	104	105	106	107	108	109
110	111	112	113	114	115	116	117	118	119
120	121	122	123	124	125	126	127	128	129

EXAMPLE

- Count and write the number:

a

100 cubes

4 cubes

100 and 4 make one hundred four, and it is written as: 104.

b

100 cubes

16 cubes

100 and 16 make one hundred sixteen, and it is written as: 116.

- Notice the following examples:

- ▶ 100 and 2 make ⇒ one hundred two ⇒ 102
- ▶ 100 and 10 make ⇒ one hundred ten ⇒ 110
- ▶ 100 and 16 make ⇒ one hundred sixteen ⇒ 116
- ▶ 100 and 27 make ⇒ one hundred twenty-seven ⇒ 127

PRACTICE

1 Count and write the number:

a	_____ and _____ make _____ _____ and it is written as: _____.
b	_____ and _____ make _____ _____ and it is written as: _____.
c	_____ and _____ make _____ _____ and it is written as: _____.
d	_____ and _____ make _____ _____ and it is written as: _____.

2 Completer the following:

- a** 100 and 2 make _____, and it is written as: ____.
- b** 100 and 21 make _____, and it is written as: ____.
- c** _____ and _____ make **one hundred thirteen**, and it is written as: _____.
- d** _____ and _____ make _____, and it is written as: **111**.

3 What number goes in ?

a	97	98	99			102	
b	99			102	103	104	
c	115	116		118	119		

4  Circle the **bigger** number:

a 101 *or* 97

b 124 *or* 114

c 115 *or* 120

5  Circle the **smaller** number:

a 100 *or* 101

b 120 *or* 119

c 99 *or* 101

6 Look at the opposite chart and tell us what number goes in .

85	86	87	88	89
95	96		98	99
105				109
115	116		118	119
125	126	127	128	129

a The horizontal rule is:,,

b The vertical rule is:,,

c Answer:

7 Arrange each set of numbers from the **smallest** to the **biggest**:

a 90 105 95 100

b 122 115 99 102

8 Arrange each set of numbers from the **biggest** to the **smallest**:

a 90 100 95 105

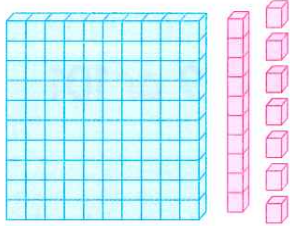
b 122 115 99 102

EXERCISES

on Lesson 6

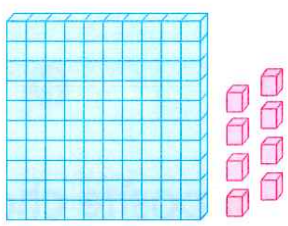
1 Count and write the number:

a



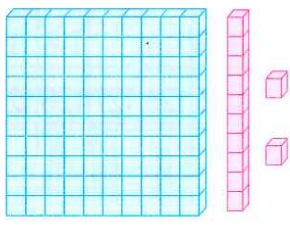
— and — make
 _____,
 and it is
 written as: _____.

b



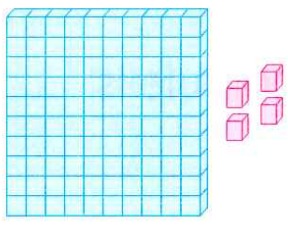
— and — make
 _____,
 and it is
 written as: _____.

c



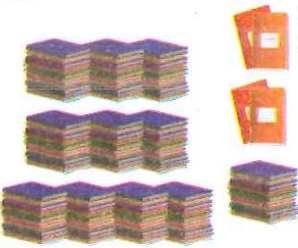
— and — make
 _____,
 and it is
 written as: _____.

d



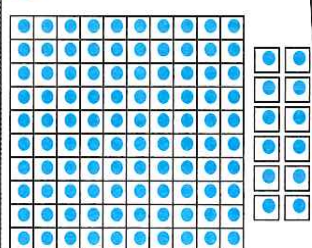
— and — make
 _____,
 and it is
 written as: _____.

e



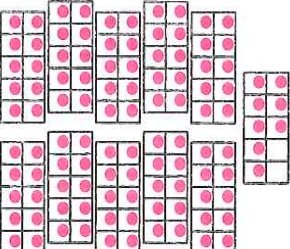
— and — make
 _____,
 and it is
 written as: _____.

f



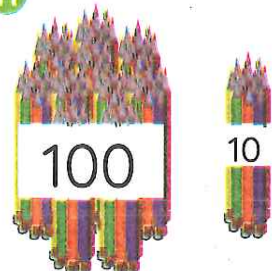
— and — make
 _____,
 and it is
 written as: _____.

g



— and — make
 _____,
 and it is
 written as: _____.

h



— and — make
 _____,
 and it is
 written as: _____.

2 Complete the following:

- a **100** and **4** make _____, and it is written as: _____.
- b **100** and **25** make _____, and it is written as: _____.
- c _____ and _____ make **one hundred three**, and it is written as: _____.
- d _____ and _____ make **one hundred nineteen**, and it is written as: _____.
- e _____ and _____ make _____, and it is written as: **101**.
- f _____ and _____ make _____, and it is written as: **123**.

3 What number goes in ?

- a 97 98 101 102
- b 117 118 121 122
- c 108 110 111 112
- d 60 80 90 110
- e 120 110 80 70
- f 109 108 105 104

4 Circle the **bigger** number:

a 105 or 115

b 98 or 101

c 125 or 95

d 114 or 114

e 96 or 106

f 111 or 109

g 120 or 120

h 116 or 106

i 101 or 110

5 Circle the **smaller** number:

a 121 or 112

b 114 or 115

c 118 or 109

d 95 or 105

e 40 or 104

f 128 or 128

g 117 or 107

h 80 or 108

i 102 or 99

6 Look at the opposite chart and tell us what number goes in :

a The horizontal rule is: _____, _____, _____.

b The vertical rule is: _____, _____, _____.

c Answer: _____

	78	76	77	78	79
85	86		88	89	
95					99
105	106		108	109	
115	116	117	118	119	

7 Look at the opposite chart and tell us what number goes in :

a The horizontal rule is: _____, _____, _____.

b The vertical rule is: _____, _____, _____.

c Answer: _____

	70	71	72	73	74
80	81		83	84	
90					94
100	101		103	104	
110	111	112	113	114	

8 Arrange each set of numbers from the **smallest** to the **biggest**:

a	109	90	99	119

b	100	110	120	101

9 Arrange each set of numbers from the **biggest** to the **smallest**:

a	80	50	100	40

b	17	70	7	77

10 Look at the opposite chart, then complete using the same pattern:

- a 100 , 101 , 102 , _____ , _____ , _____
- b 105 , 106 , 107 , _____ , _____ , _____
- c 96 , 97 , 98 , _____ , _____ , _____
- d 116 , 117 , 118 , _____ , _____ , _____
- e 123 , 122 , 121 , _____ , _____ , _____
- f 115 , 114 , 113 , _____ , _____ , _____

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99
100	101	102	103	104	105	106	107	108	109
110	111	112	113	114	115	116	117	118	119
120	121	122	123	124	125	126	127	128	129

11 Choose the correct answer:

a One hundred fifteen is written as
(115 *or* 105 *or* 151 *or* 125)

b One hundred seven is written as
(117 *or* 17 *or* 107 *or* 127)

c 123 is read as
(one hundred three *or* one hundred thirteen
or one hundred twenty-three *or* one hundred thirty)

d 108 is read as
(one hundred eight *or* one hundred eighteen
or one hundred twenty-eight *or* eighteen)

e 100 and 3 make (113 *or* 103 *or* 123 *or* 13)

f 100 and 14 make (24 *or* 124 *or* 14 *or* 114)

g make 109.
(10 and 9 *or* 100 and 9 *or* 10 and 19 *or* 100 and 19)

h make 115.
(10 and 15 *or* 1 and 15 *or* 11 and 5 *or* 100 and 15)

ASSESSMENT

on Lesson 6

First: Complete the following:

- a 100 and 6 make and it is written as:
- b and make one hundred seventeen, and it is written as:
- c and make and it is written as: 112
- d 106, 107, 108,,, (In the same pattern)
- e 120, 110, 100,,, (In the same pattern)
- f The number that is 6 less than 112 is

Second: Look at the opposite chart and tell us what number goes in :

- a The horizontal rule is:,,
- b The vertical rule is:,,
- c Answer:

70	71	72	73	74
80	81		83	84
90				94
100	101		103	104
110	111	112	113	114

Third: Arrange each of the following sets of numbers:

- a From **smallest** to **biggest**: b From **biggest** to **smallest**:

109 90 99 119

100 110 120 101

7&8 Lessons

Adding and Subtracting Ones

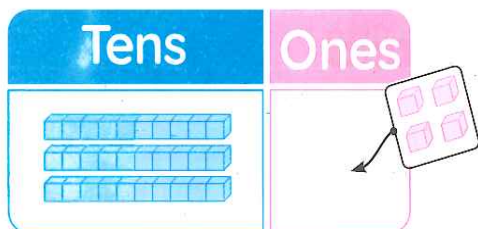
LEARN

- We can do addition and subtraction by knowing the “**number of tens**” and the “**number of ones**”.
- For addition and subtraction of “**tens** and **ones**” number, first, calculate the numbers in the **ones place**.

EXAMPLE

- What is the result of:

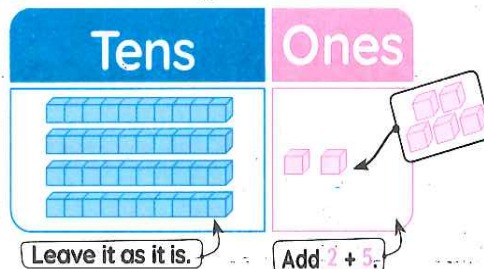
a Adding 30 and 4?



The mathematical sentence is:

$$30 + 4 = 34$$

b Adding 42 and 5?



The mathematical sentence is:

$$42 + 5 = 47$$

PRACTICE

1 Add:

a $90 + 7 = \dots\dots\dots$

b $80 + 6 = \dots\dots\dots$

c $50 + 7 = \dots\dots\dots$

d $64 + 3 = \dots\dots\dots$

e $73 + 5 = \dots\dots\dots$

f $37 + 2 = \dots\dots\dots$

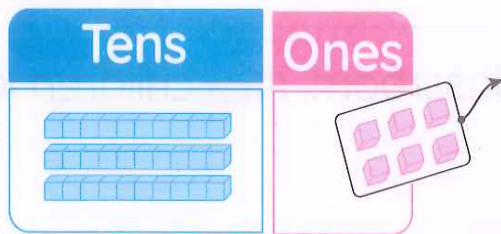


g	10 + 8	h	20 + 9	i	45 + 1	j	56 + 3
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EXAMPLE

What is the result of:

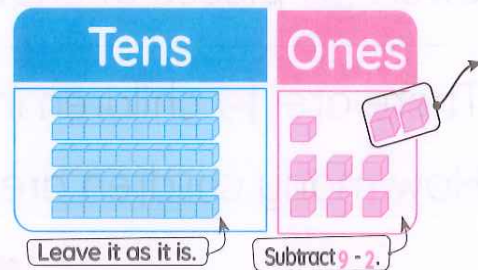
a Subtracting 6 from 36?



The mathematical sentence is:

$$36 - 6 = 30$$

b Subtracting 2 from 59?



The mathematical sentence is:

$$59 - 2 = 57$$

PRACTICE

2 Subtract:

a	96 - 6 =	b	75 - 5 =	c	53 - 3 =		
d	37 - 4 =	e	89 - 7 =	f	44 - 2 =		
g	28 - 8	h	19 - 9	i	66 - 3	j	97 - 5

EXAMPLE

- Ahmed bought 34 pieces of chocolate, then bought 4 more pieces.

How many pieces of chocolate does he have now?

Solution

The mathematical sentence: $34 + 4 = 38$

Answer: 38 pieces of chocolate.

- There are 19 children in the classroom. Five children left. How many children are left?

Solution

The mathematical sentence: $19 - 5 = 14$

Answer: 14 children.

PRACTICE

- Write the mathematical sentence and the answer.

- 3 You have 50 sheets of paper, and you got 4 more sheets from a friend.

How many sheets of paper do you have in all?

Solution

Mathematical sentence:

Answer:

- 4  You have 76 pencils. You used 6 pencils.
How many pencils are left?

Solution

Mathematical sentence:

Answer:

- 5  There are 20 children, then 5 more children came.
How many children are there in all?

Solution

Mathematical sentence:

Answer:

- 6  You have 43 oranges. You ate 3 oranges.
How many oranges are left?

Solution

Mathematical sentence:

Answer:

EXERCISES

on Lessons 7 & 8

1 Calculate:

$$70 + 3 = \dots\dots\dots$$

$$20 + 5 = \dots\dots\dots$$

$$30 + 6 = \dots\dots\dots$$

$$70 + 1 = \dots\dots\dots$$

$$30 + 1 = \dots\dots\dots$$

$$50 + 5 = \dots\dots\dots$$

$$80 + 4 = \dots\dots\dots$$

$$24 + 3 = \dots\dots\dots$$

$$45 + 4 = \dots\dots\dots$$

$$49 - 9 = \dots\dots\dots$$

$$38 - 3 = \dots\dots\dots$$

$$46 - 6 = \dots\dots\dots$$

$$87 - 7 = \dots\dots\dots$$

$$22 - 2 = \dots\dots\dots$$

$$63 - 3 = \dots\dots\dots$$

$$99 - 9 = \dots\dots\dots$$

$$36 - 1 = \dots\dots\dots$$

$$77 - 6 = \dots\dots\dots$$

$$\begin{array}{r} 30 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 86 \\ - 5 \\ \hline \end{array}$$

► Write the mathematical sentence and the answer.

- 2** Mohamed has **20** apples, and his mother gave him **two** apples. How many apples does he have now?

Solution

Mathematical sentence:

Answer:

- 3** There are **43** birds in the garden, and **3** more birds came. How many birds are in the garden now?

Solution

Mathematical sentence:

Answer:

- 4** Laila has **14** balloons and bought **5** balloons. How many balloons does she have now?

Solution

Mathematical sentence:

Answer:

- 5** Sara has **14** books, and her father gave her **4** books. How many books does she have now?

Solution

Mathematical sentence:

Answer:

- 6** Ahmed had **24** pens and gave his friend **4** pens.
How many pens does he have left?

Solution

Mathematical sentence:

Answer:

- 7** There are **18** notebooks in the bag, and **3** notebooks were taken out. How many notebooks are left?

Solution

Mathematical sentence:

Answer:

- 8** There were **36** cats in the garden. **Four** cats left.
How many cats are left?

Solution

Mathematical sentence:

Answer:

- 9** There are **78** cars in the garage. **Six** cars left.
How many cars are left?

Solution

Mathematical sentence:

Answer:



10 Match the equal results:

a $30 + 6 = \dots\dots\dots$

$58 - 4 = \dots\dots\dots$ 1

b $50 + 4 = \dots\dots\dots$

$39 - 3 = \dots\dots\dots$ 2

c $23 + 3 = \dots\dots\dots$

$79 - 2 = \dots\dots\dots$ 3

d $72 + 5 = \dots\dots\dots$

$27 - 1 = \dots\dots\dots$ 4

11 Complete using $<$, $=$, or $>$:

a $28 + 1$ $29 - 4$

b $78 - 5$ $70 + 3$

c $35 + 2$ $31 + 6$

d $48 - 5$ $46 - 6$

e $76 - 4$ $72 + 3$

f $89 - 4$ $82 + 2$

12 What number should be placed in ?

a $70 + \text{ } = 73$

b $39 + \text{ } = 30$

c $\text{ } + 7 = 47$

d $\text{ } + 4 = 80$

e $\text{ } + 2 = 65$

f $50 + \text{ } = 52$

ASSESSMENT

on Lessons 7 & 8

First: Choose the correct answer:

a $\square + 3 = 75$

① 87 ② 72

③ 70 ④ 73

c $66 + \square = 68$

① 62 ② 6

③ 2 ④ 8

e $80 + 4 = \square$

① 80 ② 84

③ 76 ④ 48

b $\square - 4 = 30$

① 34 ② 43

③ 70 ④ 10

d $75 - \square = 72$

① 3 ② 77

③ 5 ④ 7

f $52 - 2 = \square$

① 54 ② 5

③ 50 ④ 52

Second: Calculate:

a $85 - 5 = \dots\dots\dots$

c $\begin{array}{r} 97 \\ - 6 \\ \hline \end{array}$

d $\begin{array}{r} 20 \\ + 3 \\ \hline \end{array}$

e $\begin{array}{r} 18 \\ - 2 \\ \hline \end{array}$

f $\begin{array}{r} 36 \\ + 3 \\ \hline \end{array}$

b $43 + 3 = \dots\dots\dots$

Third: Laila bought 23 balloons. Three of them burst.

How many balloons are left?

Write the mathematical sentence and the answer.

Solution

Mathematical sentence:

Answer:

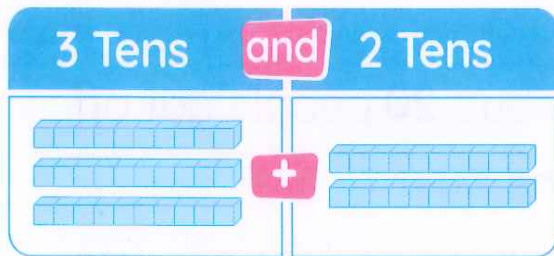
9 Lesson

Adding and Subtracting Tens

EXAMPLE

• Calculate:

a $30 + 20$

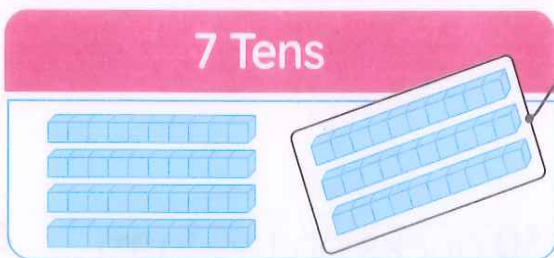


Three 10s and two 10s
make five 10s.



$30 + 20 = 50$

b $70 - 30$



Seven 10s minus three 10s
make four 10s.



$70 - 30 = 40$

PRACTICE

1 Calculate:

a $50 + 30 = \dots$

b $50 + 10 = \dots$

c $60 - 20 = \dots$

d
$$\begin{array}{r} 30 \\ - 10 \\ \hline \end{array}$$

e
$$\begin{array}{r} 30 \\ + 30 \\ \hline \end{array}$$

f
$$\begin{array}{r} 100 \\ - 80 \\ \hline \end{array}$$

g
$$\begin{array}{r} 50 \\ + 50 \\ \hline \end{array}$$

h
$$\begin{array}{r} 80 \\ - 70 \\ \hline \end{array}$$

- 2** You have **30** pencils. You bought **20** more pencils. How many pencils do you have in all?

Write the mathematical sentence and the answer.

Solution

Mathematical sentence:

Answer:

- 3** There are **40** people on the bus. **20** people got off. How many people are on the bus?

Write the mathematical sentence and the answer.

Solution

Mathematical sentence:

Answer:

- 4** There are **50** chickens and **30** ducks on the farm. Which is greater in number? And what is the amount of the increase?

Write the mathematical sentence and the answer.

Solution

Mathematical sentence:

Answer:

EXERCISES

on Lesson 9

1 Calculate:

a $70 + 20 = \dots\dots\dots$

b $40 + 10 = \dots\dots\dots$

c $60 + 40 = \dots\dots\dots$

d $60 - 40 = \dots\dots\dots$

e $70 - 50 = \dots\dots\dots$

f $100 - 10 = \dots\dots\dots$

g $20 + 60 = \dots\dots\dots$

h $90 - 50 = \dots\dots\dots$

i $10 + 90 = \dots\dots\dots$

j
$$\begin{array}{r} 40 \\ + 10 \\ \hline \end{array}$$

k
$$\begin{array}{r} 10 \\ + 50 \\ \hline \end{array}$$

l
$$\begin{array}{r} 30 \\ + 20 \\ \hline \end{array}$$

m
$$\begin{array}{r} 80 \\ + 20 \\ \hline \end{array}$$

n
$$\begin{array}{r} 30 \\ + 10 \\ \hline \end{array}$$

o
$$\begin{array}{r} 100 \\ - 40 \\ \hline \end{array}$$

p
$$\begin{array}{r} 80 \\ - 80 \\ \hline \end{array}$$

q
$$\begin{array}{r} 90 \\ - 60 \\ \hline \end{array}$$

r
$$\begin{array}{r} 30 \\ - 20 \\ \hline \end{array}$$

s
$$\begin{array}{r} 90 \\ - 10 \\ \hline \end{array}$$

2 You have 50 candies. You bought 20 more candies.

How many candies do you have in all?

Write the mathematical sentence and the answer.

Solution

Mathematical sentence: $50 + 20 = \dots\dots\dots$

Answer: 70

3 There are 100 boys and 70 girls.

Which one is more? And by how many?

Write the mathematical sentence and the answer.

Solution

Mathematical sentence:

Answer:

4 Nada had 30 stickers, and her brother gave her 10 stickers. How many stickers does she have now? Write the mathematical sentence and the answer.

Solution

Mathematical sentence:

Answer:

5 There were 50 sheep on the farm. 20 sheep left.

How many sheep remained on the farm?

Write the mathematical sentence and the answer.

Solution

Mathematical sentence:

Answer:

6 Match the equal results:

a $30 + 20 = \dots\dots\dots$

$100 - 10 = \dots\dots\dots$ 1

b $50 + 40 = \dots\dots\dots$

$90 - 20 = \dots\dots\dots$ 2

c $20 + 40 = \dots\dots\dots$

$100 - 50 = \dots\dots\dots$ 3

d $60 + 10 = \dots\dots\dots$

$90 - 30 = \dots\dots\dots$ 4

7 Complete using $<$, $=$, or $>$:

a $20 + 20$ $50 - 30$ b $90 - 50$ $20 + 20$

c $30 + 70$ $50 + 50$ d $100 - 70$ $90 - 80$

e $50 - 10$ $70 + 20$ f $80 - 20$ $30 + 50$

8 What number goes in ?

a $30 + \text{ } = 70$

b $70 - \text{ } = 30$

c $\text{ } + 30 = 40$

d $\text{ } - 10 = 80$

e $\text{ } + 20 = 60$

f $100 - \text{ } = 50$

ASSESSMENT

on Lesson 9

First: Choose the correct answer:

a $\square + 30 = 70$

① 100 ② 40

③ 30 ④ 70

c $60 + \square = 80$

① 60 ② 80

③ 20 ④ 100

e $20 + 40 = \square$

① 20 ② 40

③ 42 ④ 60

b $\square - 40 = 50$

① 90 ② 10

③ 40 ④ 50

d $50 - \square = 30$

① 50 ② 30

③ 20 ④ 80

f $70 - 20 = \square$

① 50 ② 27

③ 42 ④ 60

Second: Calculate:

a $60 - 10 = \dots\dots\dots$

c
$$\begin{array}{r} 30 \\ + 50 \\ \hline \end{array}$$

d
$$\begin{array}{r} 100 \\ - 30 \\ \hline \end{array}$$

e
$$\begin{array}{r} 30 \\ + 20 \\ \hline \end{array}$$

f
$$\begin{array}{r} 20 \\ - 20 \\ \hline \end{array}$$

b $60 + 30 = \dots\dots\dots$

Third: There were 40 trees in the field. 40 trees were cut down.
How many trees remained?

Write the mathematical sentence and the answer.

Solution

Mathematical sentence:

Answer:



ASSESSMENT

on Chapter 14

First: Choose the correct answer:

- a 60 and 8 make
 ① 14 ② 68 ③ 86 ④ 2
- b 100 and 6 make
 ① 16 ② 61 ③ 106 ④ 116
- c 73 is
 ① 7 tens and 3 ones ② 3 tens and 7 ones
 ③ 3 ones and 70 tens ④ 30 ones and 7 tens
- d is 8 tens and 9 ones.
 ① 17 ② 1 ③ 98 ④ 89
- e is 2 more than 80.
 ① 100 ② 28 ③ 82 ④ 78
- f is 2 less than 67.
 ① 70 ② 37 ③ 65 ④ 97
- g One hundred thirteen is written as
 ① 103 ② 13 ③ 133 ④ 113
- h + 40 = 43
 ① 3 ② 43 ③ 83 ④ 47
- i is 3 tens and 5 ones.
 ① 53 ② 35 ③ 83 ④ 80
- j Eight 10s =
 ① 18 ② 108 ③ 80 ④ 8

Second: Answer the following:

a Calculate:

① $63 + 2 = \dots\dots\dots$

② $32 - 2 = \dots\dots\dots$

③
$$\begin{array}{r} 20 \\ + 30 \\ \hline \end{array}$$

④
$$\begin{array}{r} 100 \\ - 20 \\ \hline \end{array}$$

⑤
$$\begin{array}{r} 96 \\ + 4 \\ \hline \end{array}$$

b Look at the opposite chart and tell us what number goes in :

① The horizontal rule is: $\dots\dots\dots$, $\dots\dots\dots$, $\dots\dots\dots$.

② The vertical rule is: $\dots\dots\dots$, $\dots\dots\dots$, $\dots\dots\dots$.

③ Answer: $\dots\dots\dots$

80	81	82	83	84
90	91		93	94
100				104
110	111		113	114
120	121	122	123	124

c Arrange each of the following sets of numbers:

① From **smallest** to **biggest**: ② From **biggest** to **smallest**:

75 30 84 56

95 115 59 105

.....			
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d You have **12** crayons, and you bought **5** more crayons. What is the total number of crayons?

Write the mathematical sentence and the answer.

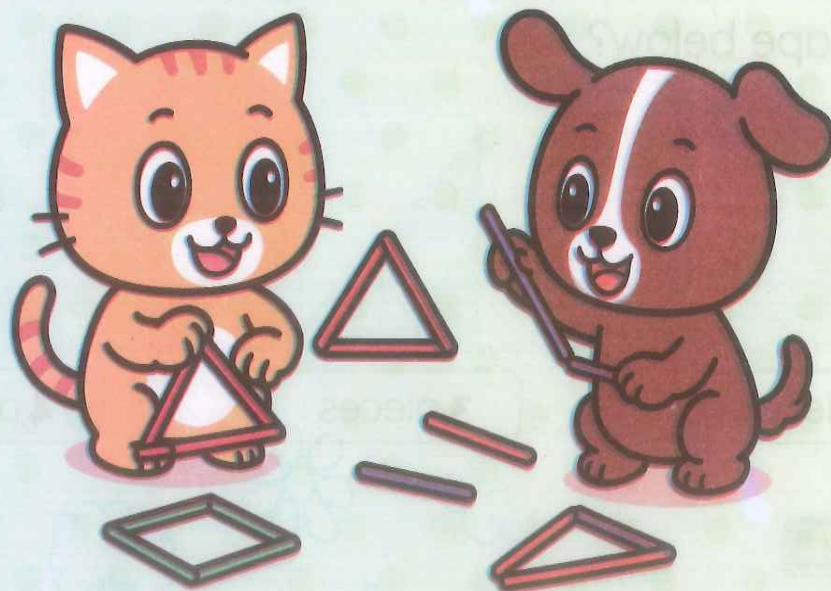
Solution

Mathematical sentence: $\dots\dots\dots$

Answer: $\dots\dots\dots$

CHAPTER

15



Making Shapes

Lessons

1-3

Making Shapes

1-3 Lessons

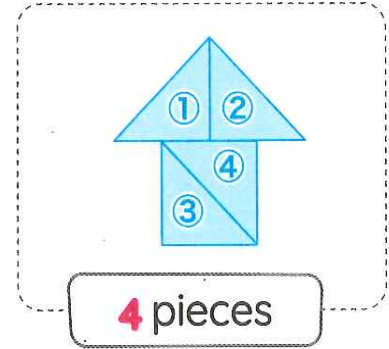
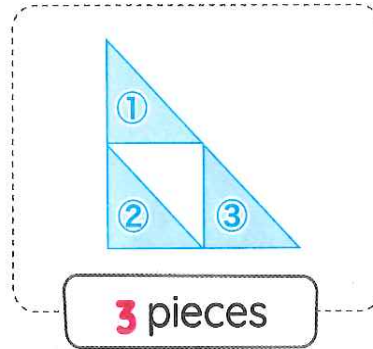
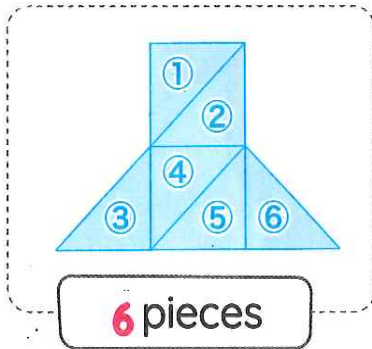
Making Shapes

First Making shapes using:



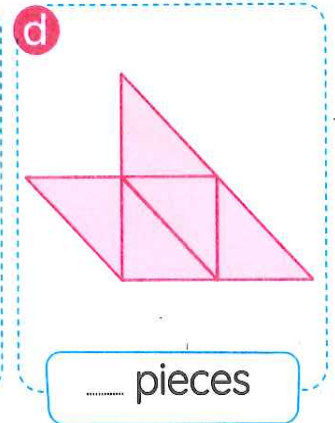
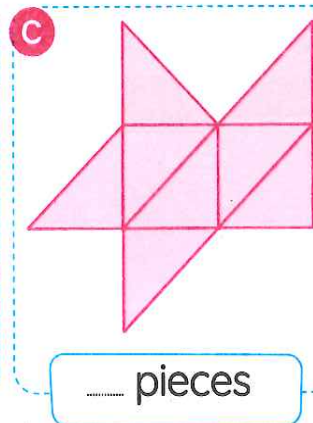
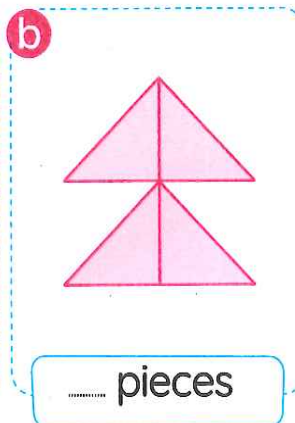
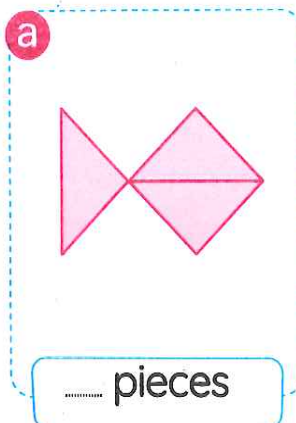
EXAMPLE

How many pieces of colored paper () were used for each shape below?



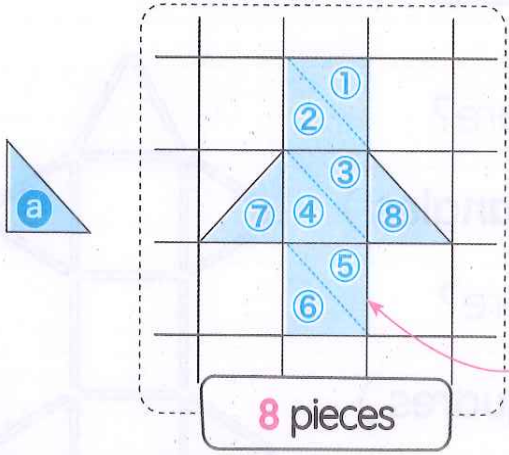
PRACTICE

1 How many pieces of colored paper () were used for each shape below?



EXAMPLE

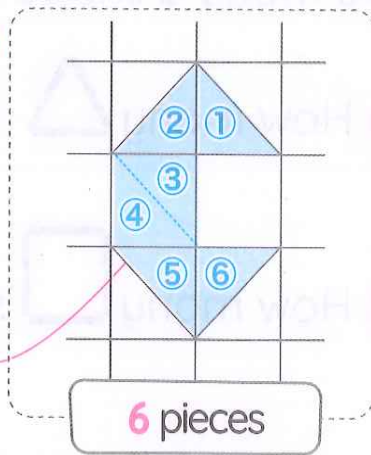
- How many pieces of colored paper **a** do you need to make each shape below?



8 pieces

Notice that:
The squares are divided to obtain the shape of piece **a** "triangle".



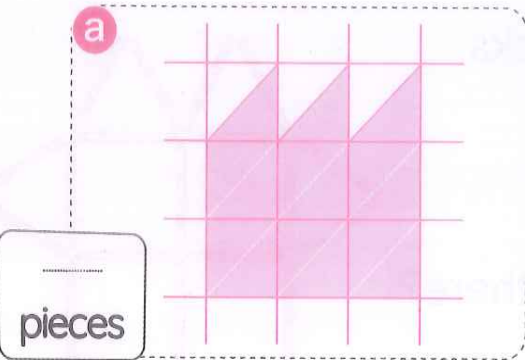


6 pieces

PRACTICE

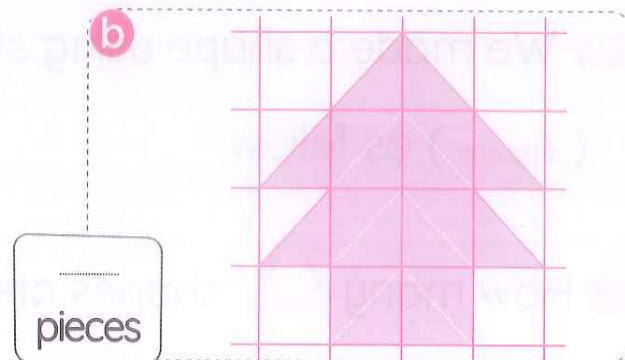
- 2  How many pieces of colored paper **A** do you need to make each shape below?

a



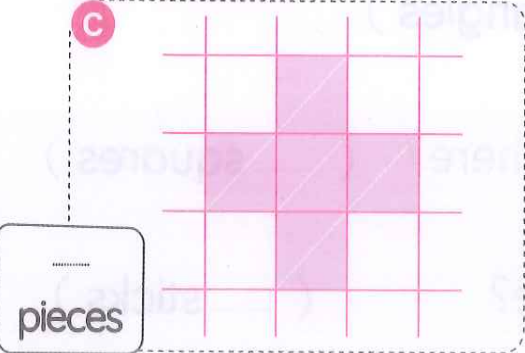
.....
pieces

b



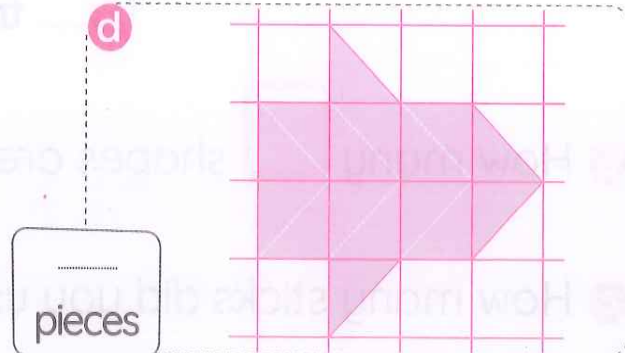
.....
pieces

c



.....
pieces

d



.....
pieces

Second Making shapes using sticks: (—)

EXAMPLE

- We made a shape using sticks (—) as follow:

a How many  shapes are there?

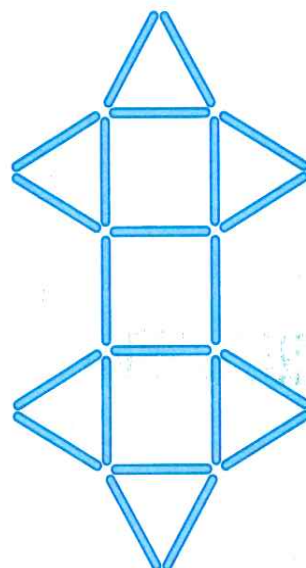
(6 triangles)

b How many  shapes are there?

(3 squares)

c How many sticks did you use?

(22 sticks)



PRACTICE

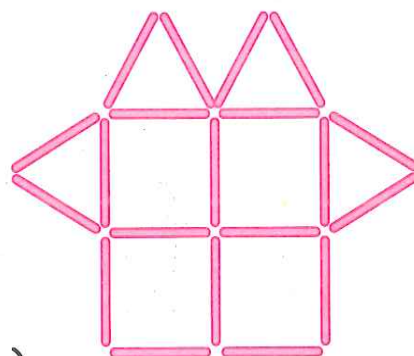
- 3 We made a shape using sticks (—) as follow:

a How many  shapes are there?

(..... triangles)

b How many  shapes are there? (..... squares)

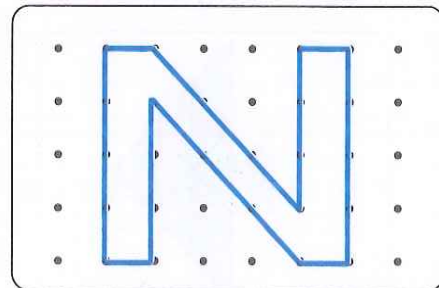
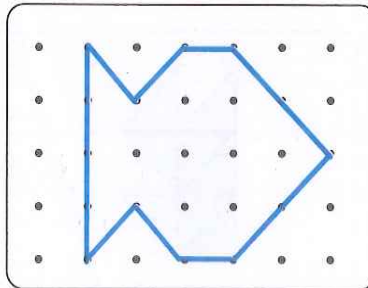
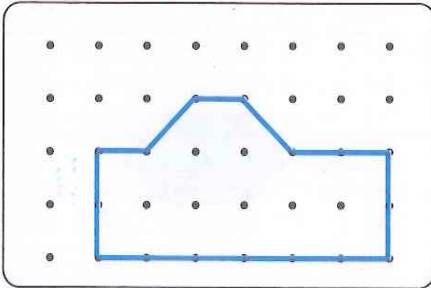
c How many sticks did you use? (..... sticks)



Third Making shapes by connecting dots with lines:

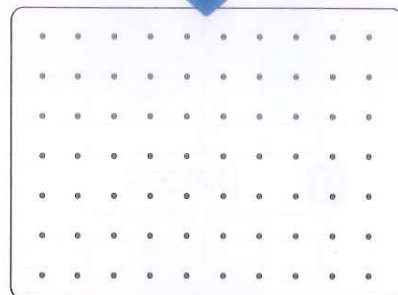
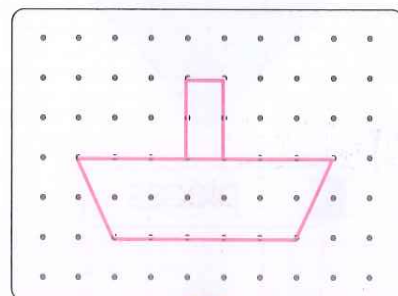
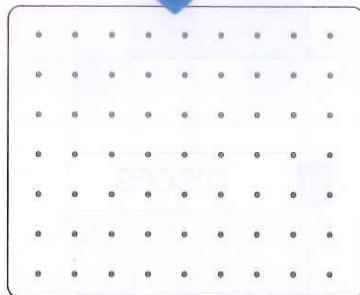
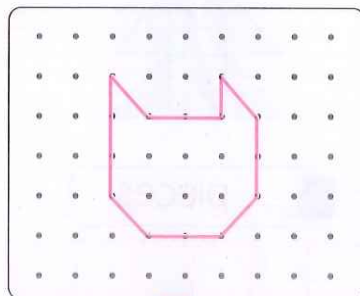
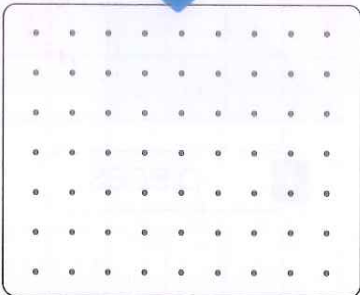
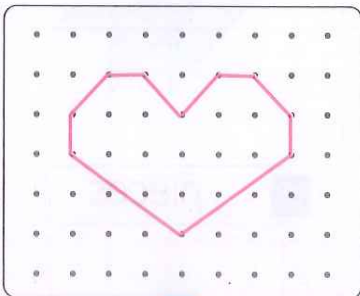
EXAMPLE

- Shapes can be made by connecting the points using lines.



PRACTICE

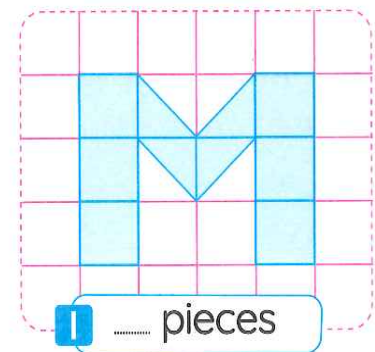
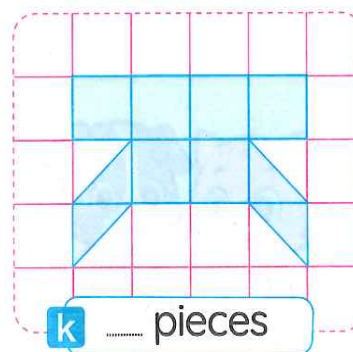
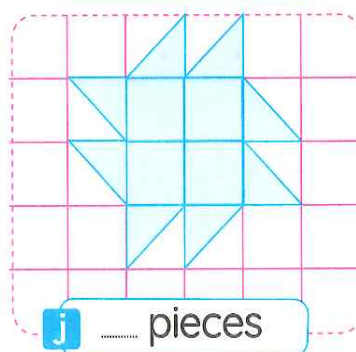
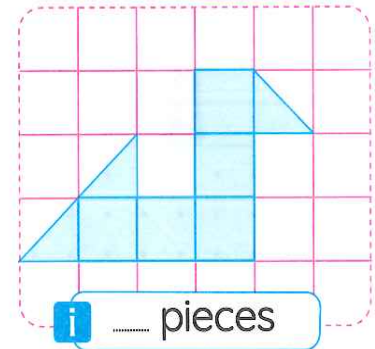
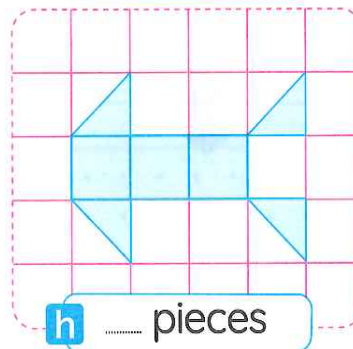
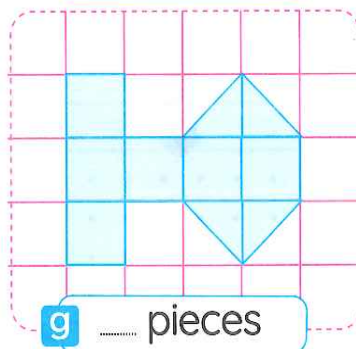
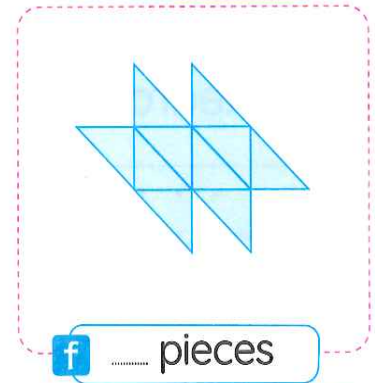
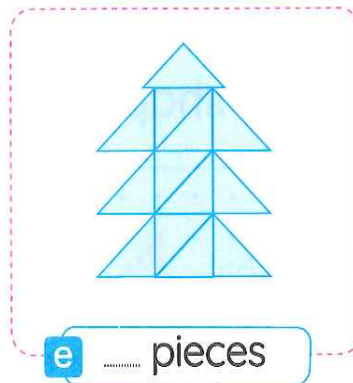
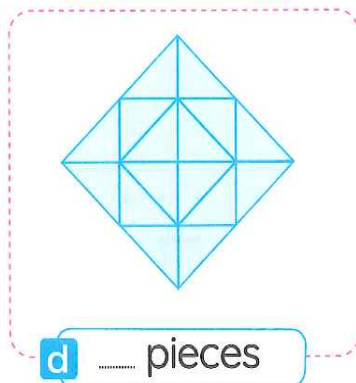
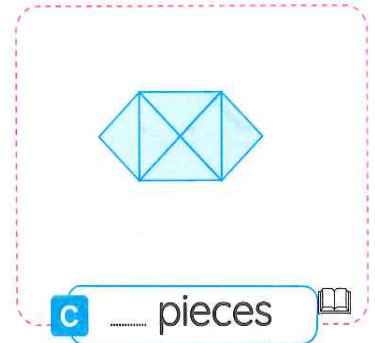
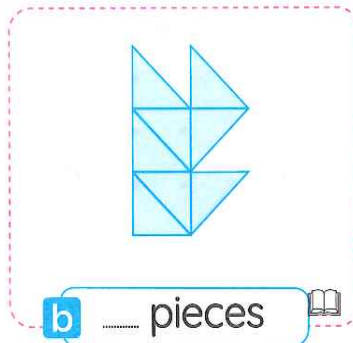
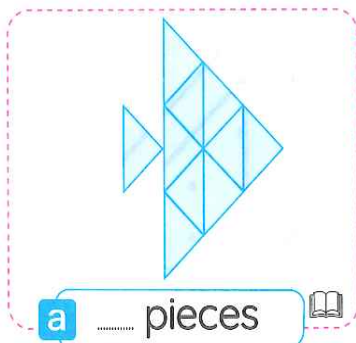
- 4 Redraw the following shapes:



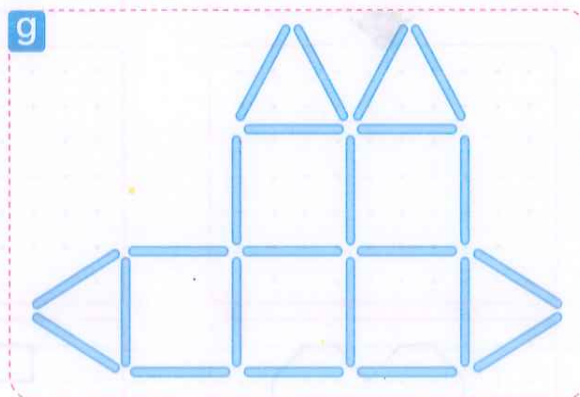
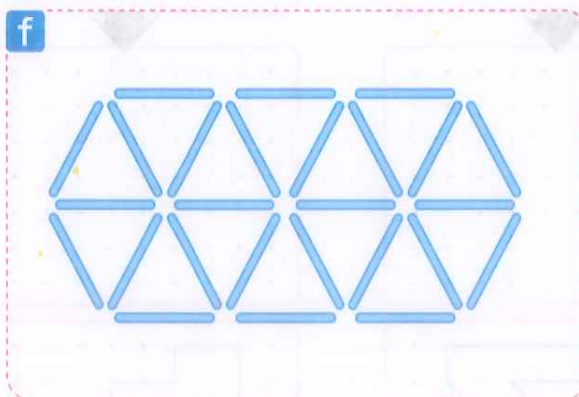
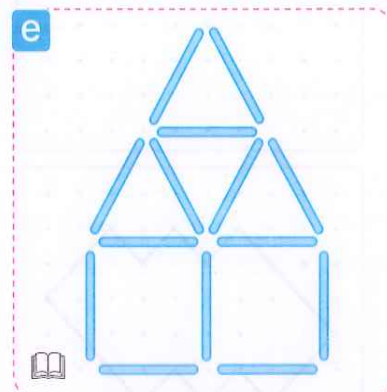
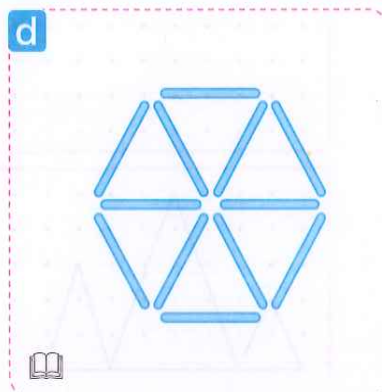
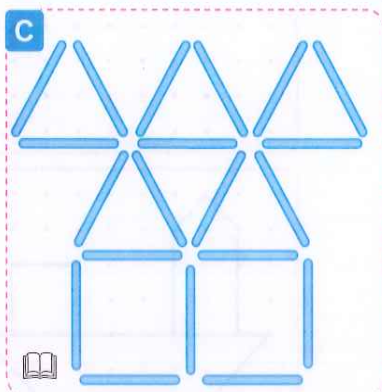
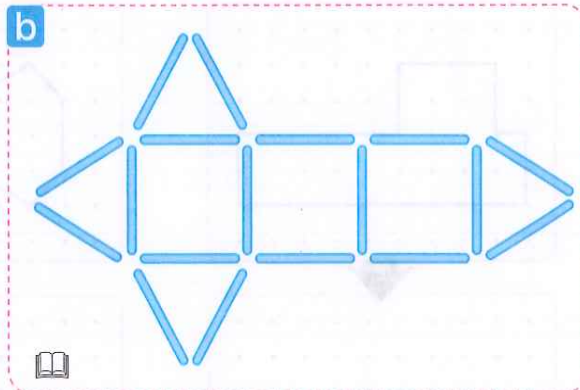
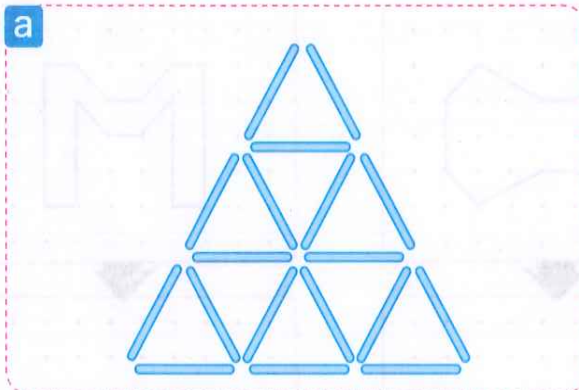
EXERCISES

on Lessons 1 – 3

1 How many pieces of colored paper () were used for each shape below?

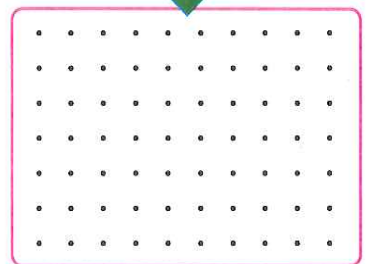
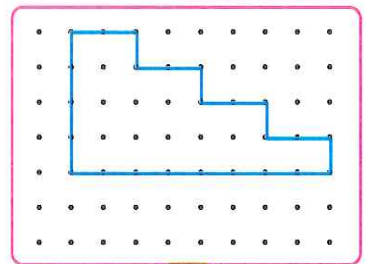
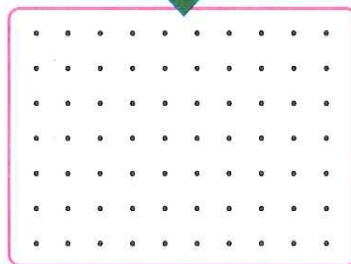
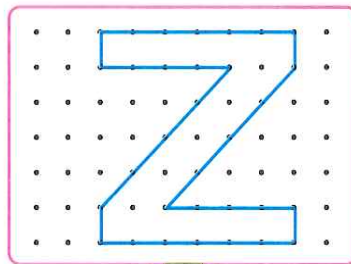
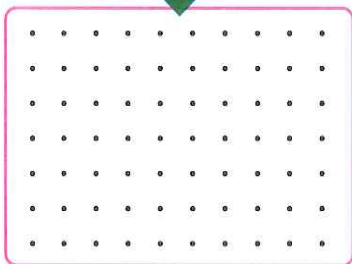
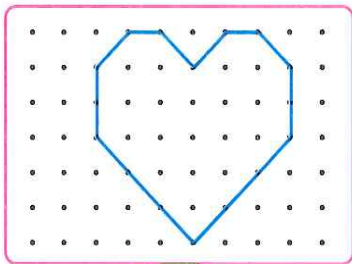
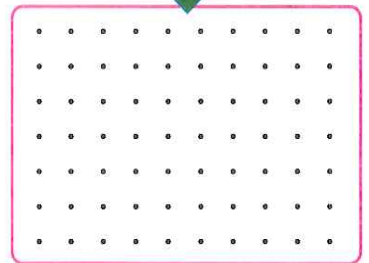
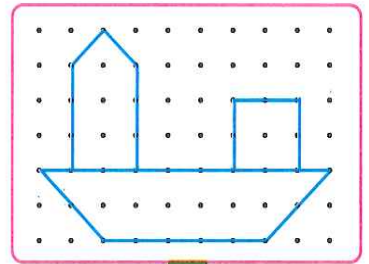
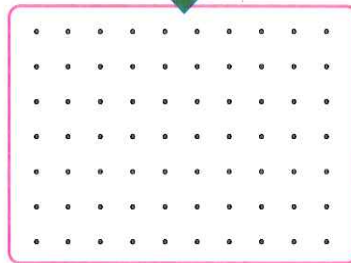
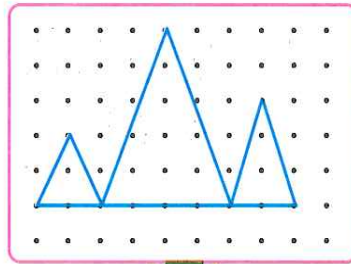
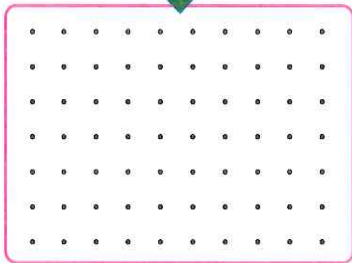
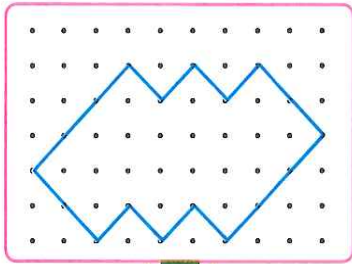
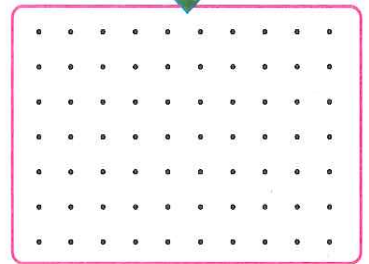
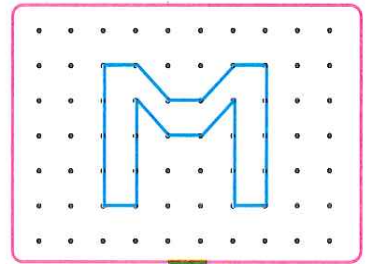
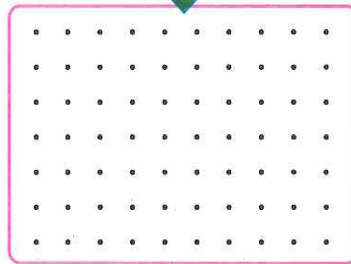
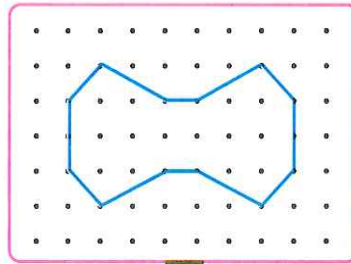
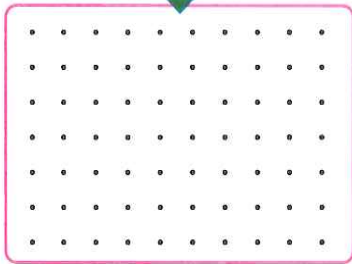
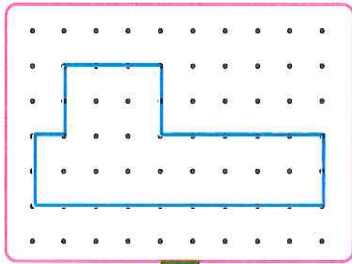


2 Study the following shapes, then complete the table:



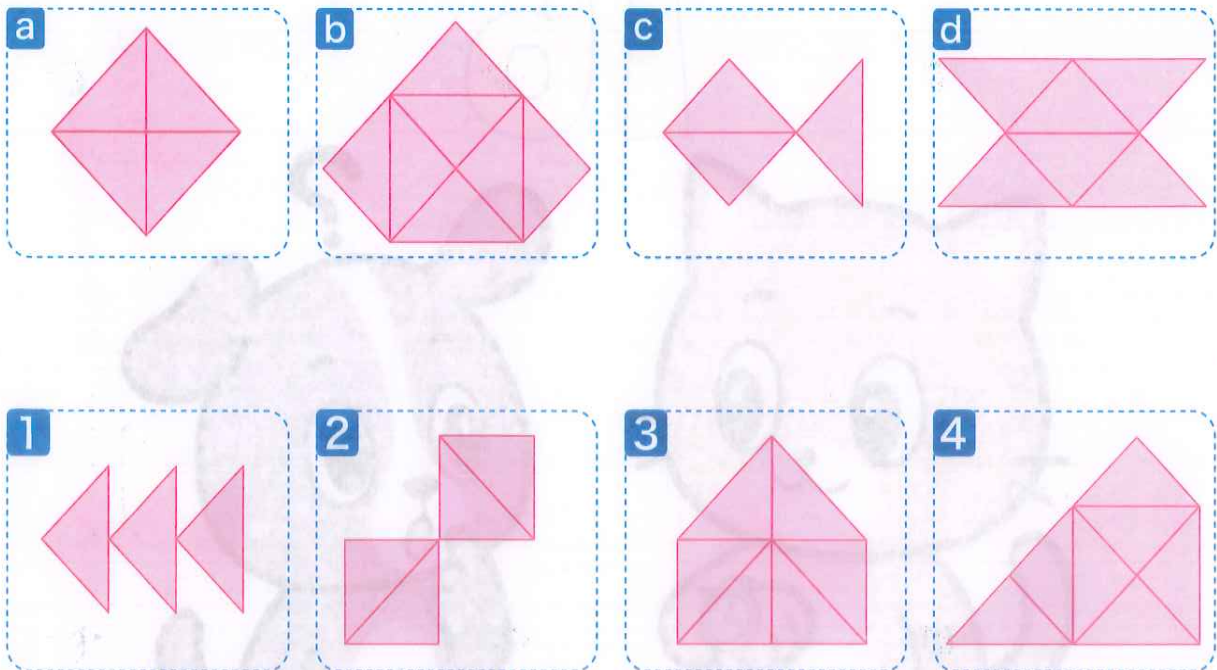
shape		a	b	c	d	e	f	g
Number of								
Number of								
Number of sticks								

3 Redraw the following shapes:



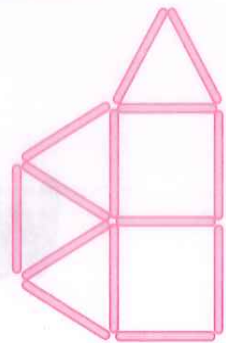
ASSESSMENT on Chapter 15

First: Match the shapes that are made of the **same** number of pieces:

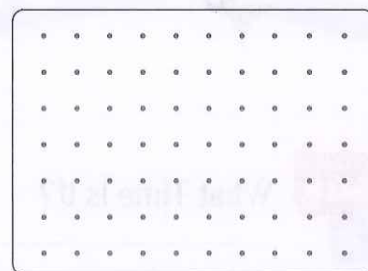
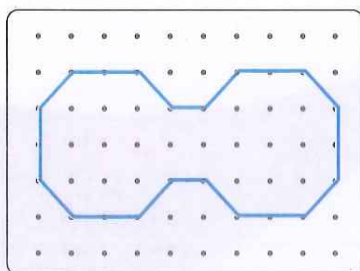


Second: Study the following shape, then complete:

- a** The number of  shapes: **triangles**.
- b** The number of  shapes: **squares**.
- c** The number of sticks: **sticks**.

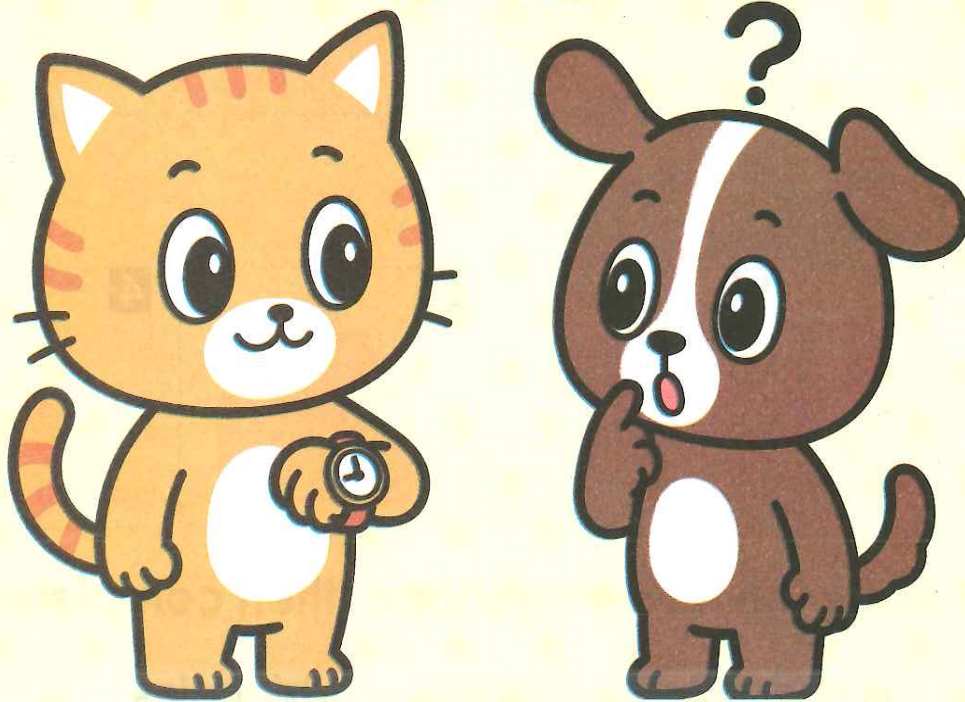


Third: Redraw the following shape:



CHAPTER

16



What Time Is It?

Lessons

1 & 2

What Time Is It?

1&2 Lessons

What Time Is It?

REMEMBER

There are two hands on a clock.

The short hand shows the hour.



The long hand shows the minutes.

When the short hand is between two numbers, read the **smaller** number.

EXAMPLE

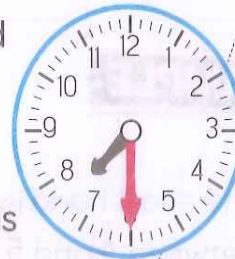
The short hand is on **2**, and the long hand is on **12**.



It is **2** o'clock.

02:00

The short hand is between **7** and **8**, and the long hand is on **6**.



It is **half past 7**.

07:30

PRACTICE

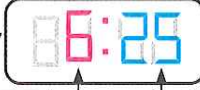
1 Read the clocks:



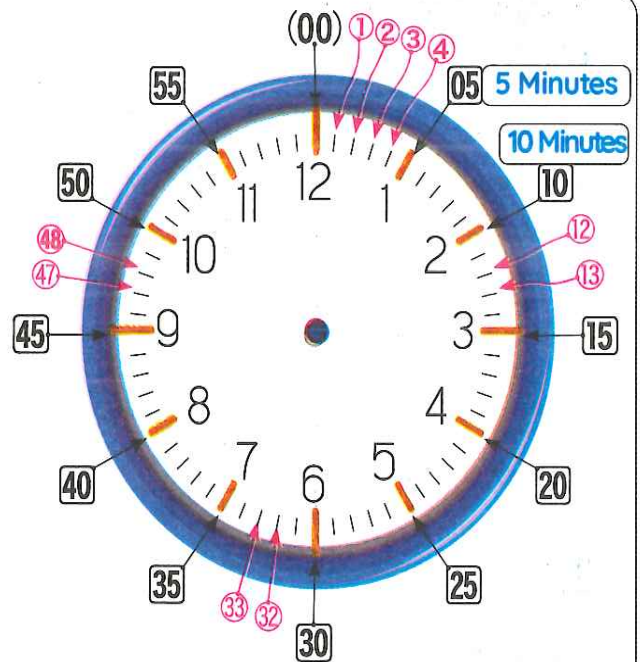
LEARN

- Each mark that the long hand points to represents **1 minute**.
- Reading the clock:**

First, read what the **short hand** points to (hours),
then read what the **long hand** points to (minutes).

For example: 
 Hours Minutes

It's read as: Six and twenty five minutes.



EXAMPLE

- The short hand is between **4** and **5** (**4** hours).
- The long hand is on **10** (**10** minutes).



- The short hand is between **12** and **1** (**12** hours).
- The long hand is on **37** (**37** minutes).



- The short hand is between **10** and **11** (**10** hours).
- The long hand is on **25** (**25** minutes).



- The short hand is between **8** and **9** (**8** hours).
- The long hand is on **50** (**50** minutes).



PRACTICE

2 Read the clocks:



3 Draw the long hand:



4 Complete the following:

- The short hand is between 5 and 6, the long hand is on 35, then it is :
- The short hand is between 10 and 11, the long hand is on 12, then it is :
- The short hand is between and, the long hand is on, then it is 9 : 07.
- The short hand is between and, the long hand is on, then it is 12 : 45.

EXERCISES

on Lessons 1 & 2

1 The long hand of a clock shows the minutes.

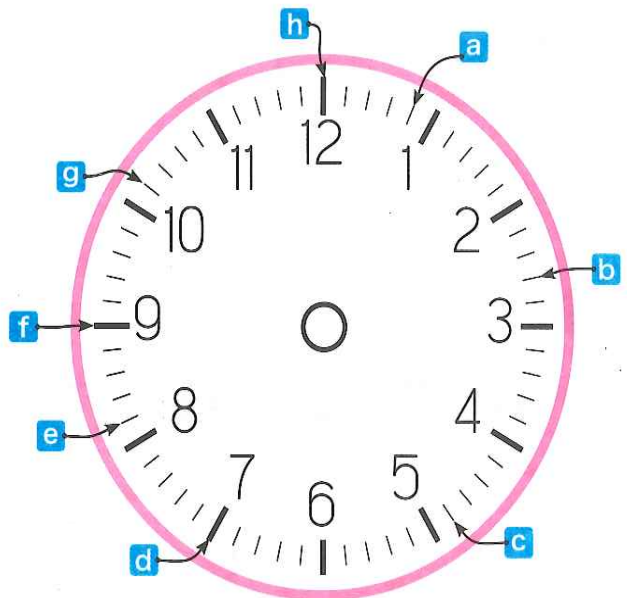
Write what each of the following points to.

a : **b** :

c : **d** :

e : **f** :

g : **h** :



2 The long hand of a clock shows the minutes.

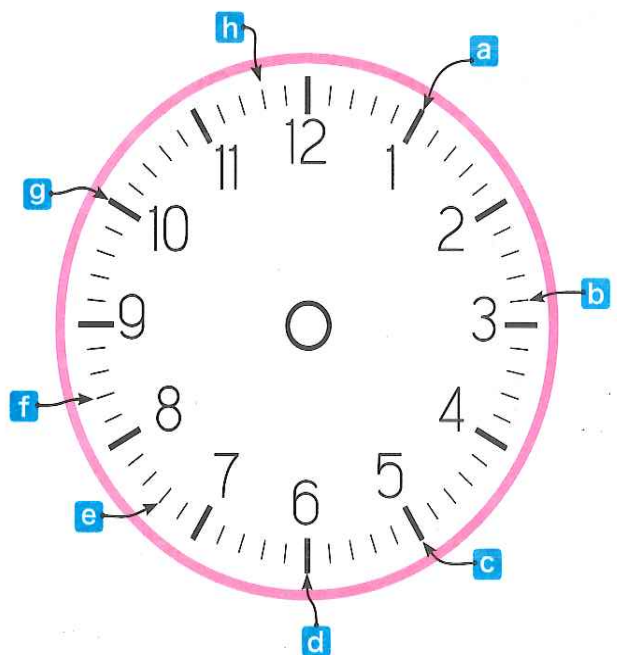
Write what each of the following points to.

a : **b** :

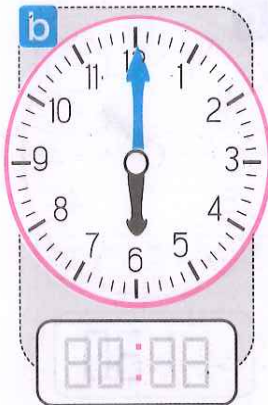
c : **d** :

e : **f** :

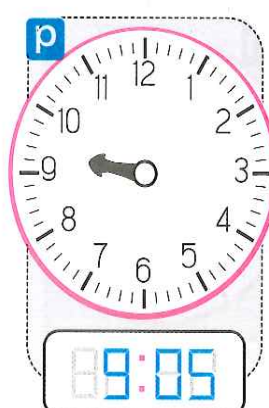
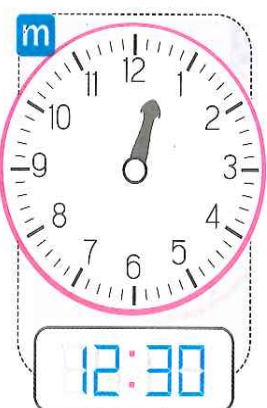
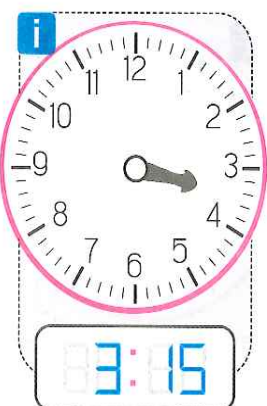
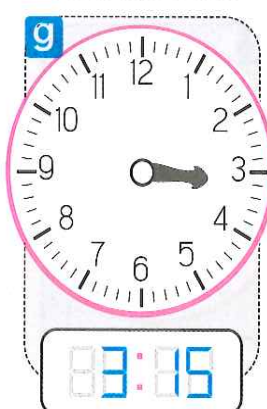
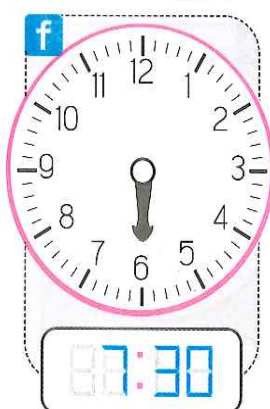
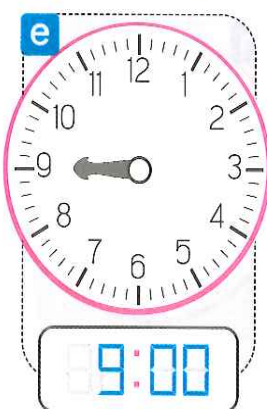
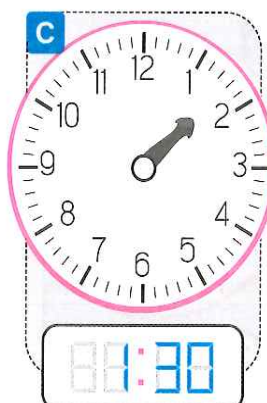
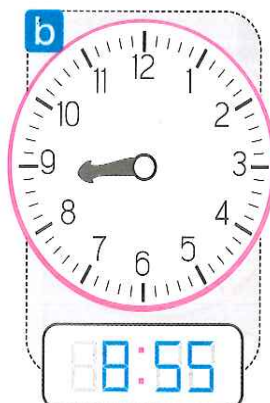
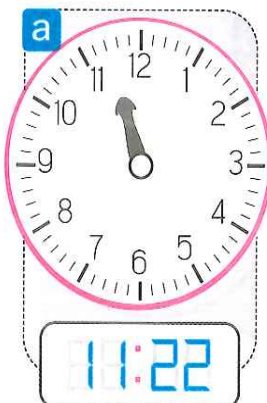
g : **h** :



3 Read the clocks:



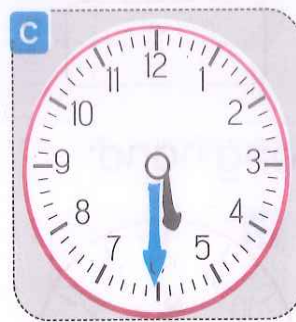
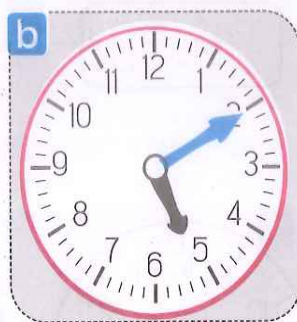
4 Draw the **long** hand:



5 Complete the following:

- a The short hand is between **1** and **2**, the long hand is on **45**, then it is :
- b The short hand is between **4** and **5**, the long hand is on **36**, then it is :
- c The short hand is between **12** and **1**, the long hand is on **8**, then it is :
- d The short hand is between and, the long hand is on, then it is **9 : 48**.
- e The short hand is between and, the long hand is on, then it is **7 : 30**.
- f The short hand is between and, the long hand is on, then it is **11 : 09**.

6 Match:



1 5:40

2 3:05

3 10:05

4 5:30

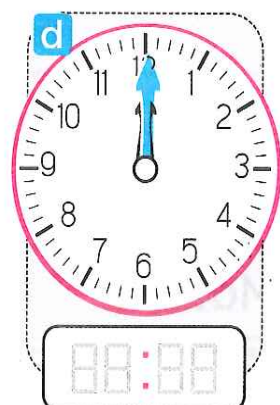
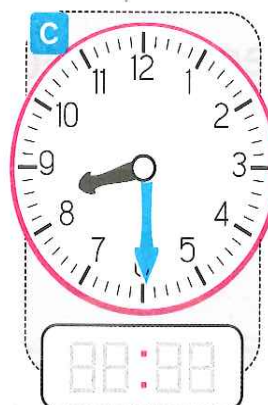
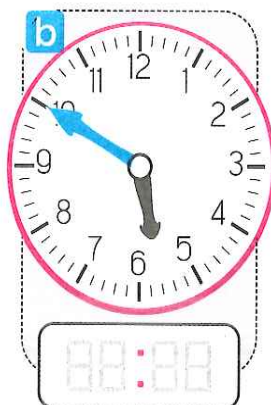
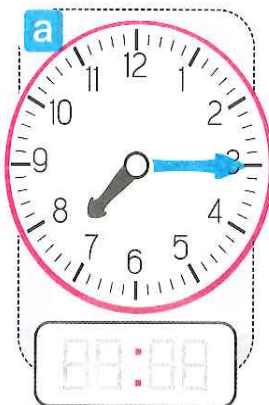
ASSESSMENT

on Chapter 16

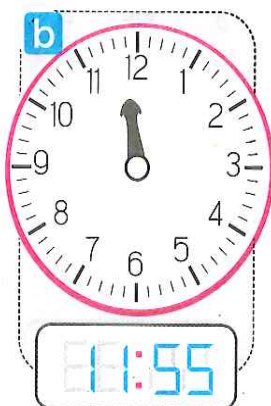
First: Complete the following:

- a The short hand is between **1** and **2**, the long hand is on **45**, then it is :
- b The short hand is between and, the long hand is on, then it is **9** : **48**.
- c The short hand shows the
- d The long hand shows the

Second: Read the clocks:



Third: Draw the long hand:



CHAPTER

17



Addition and Subtraction

Lesson Addition and Subtraction (Part 1)

1

Lesson Addition and Subtraction (Part 2)

2

Lessons Addition and Subtraction (Parts 3 & 4)

3 & 4

Lesson Addition and Subtraction (Part 5)

5

1 Lesson

Addition and Subtraction (Part 1)

LEARN

• If a number of people are standing in a line:

- When you know “what number in line” and the number of people behind, you can find the total number by using **addition**.

$$\begin{array}{|c|} \hline \text{The number of} \\ \text{people behind} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{What number} \\ \text{in line} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{Total number} \\ \text{of people} \\ \hline \end{array}$$

- When you know the total number and “what number in line,” you can find the number of people behind by using **subtraction**.

$$\begin{array}{|c|} \hline \text{Total number} \\ \text{of people} \\ \hline \end{array} - \begin{array}{|c|} \hline \text{What number} \\ \text{in line} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{The number of} \\ \text{people behind} \\ \hline \end{array}$$

EXAMPLE

• Nadia is the **4th** in the line from the front.

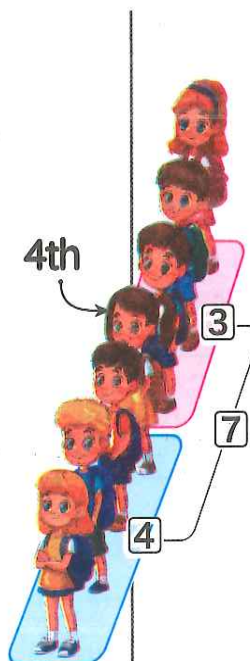
If there are **3** children behind Nadia in the line, how many children are there in all?

Solution

Mathematical sentence:

$$4 + 3 = 7$$

Answer: **7** children



If there are **7** children standing in the line, how many children are behind Nadia?

Solution

Mathematical sentence: $7 - 4 = 3$

Answer: **3** children

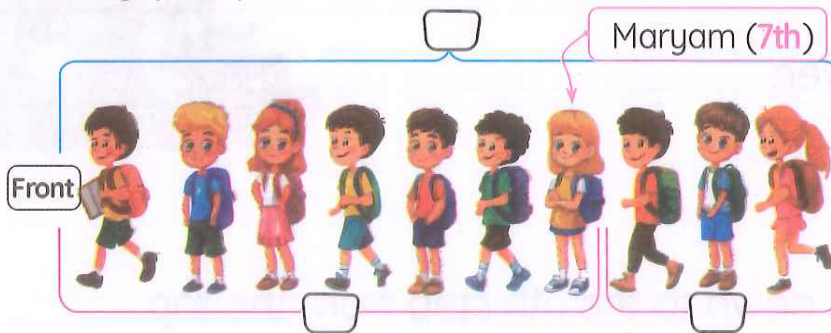
PRACTICE

► Write the mathematical sentence and the answer.

1 Maryam is the 7th in the line from the front.

There are 3 people behind Maryam in the line.

How many people are there in total?



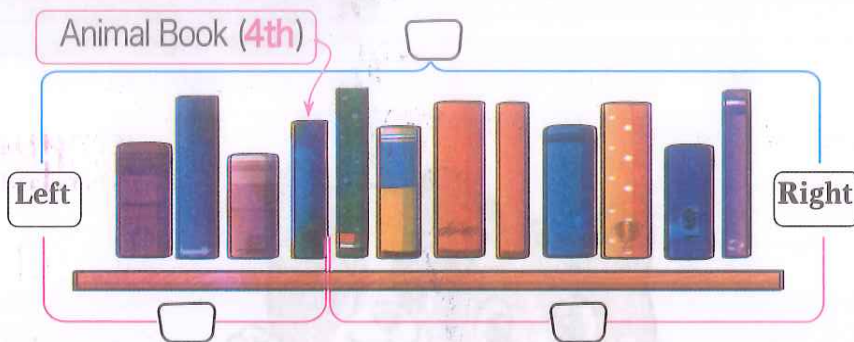
Mathematical sentence:

Answer:

2 There are 12 books on the bookshelf. The animal book is the 4th book from the left.

How many books are to the right of the animal book?

How many books are to the right of the animal book?



Mathematical sentence:

Answer:

3 You went up to the 7th step of the stairs.

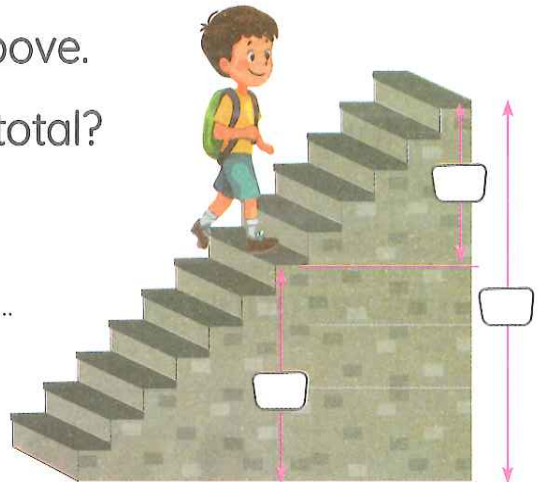
There are still 5 more steps above.

How many steps are there in total?

Mathematical sentence:

.....

Answer:



4 You went down to the 5th step from the top.

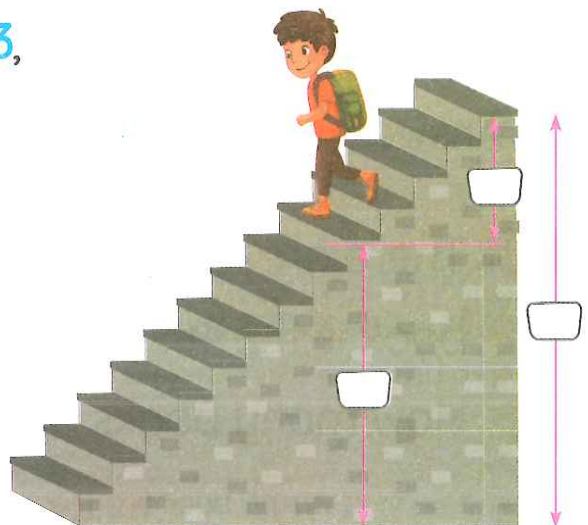
If the total number of steps is 13,

how many steps remain?

Mathematical sentence:

.....

Answer:

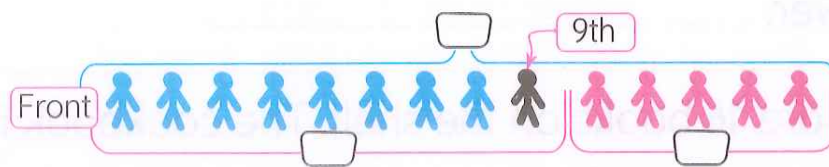


EXERCISES

on Lesson 1

► Write the mathematical sentence and the answer.

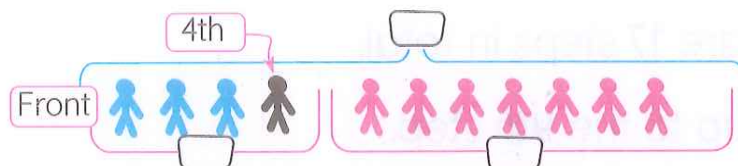
- 1  A group of people are standing in a line at the bus stop. Mohammed is the **9th** from the front. There are **5** people behind Mohammed in the line. How many people are there in total?



Mathematical sentence:

Answer:

- 2  Mahmoud is the **4th** in the line from the front. There are **7** people behind Mahmoud in the line. How many people are there in total?



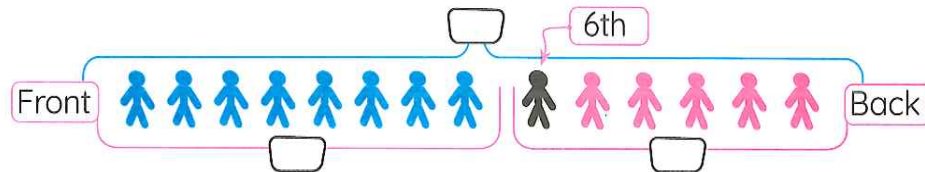
Mathematical sentence:

Answer:

- 3 There are 14 children standing in a line.

Shahd is the 6th in the line from the back.

How many children are standing in front of Shahd?

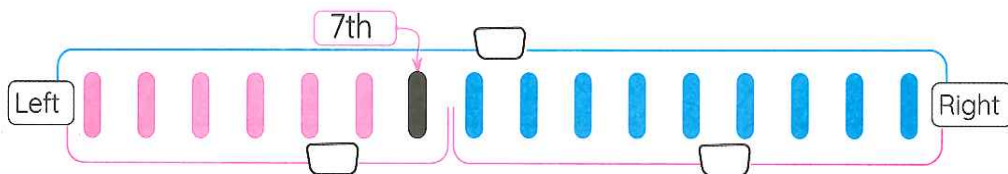


Mathematical sentence:

Answer:

- 4 There are 16 books on the shelf. The cookbook is the 7th book from the left.

How many books are to the right of the cookbook?



Mathematical sentence:

Answer:

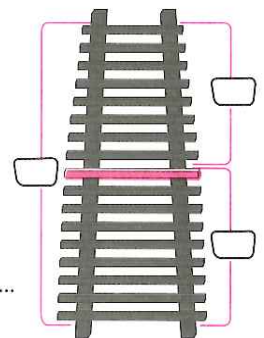
- 5 There are 17 steps in total.

You went up to the 9th step.

How many steps are left?

Mathematical sentence:

Answer:



- 6 You went up to the 8th step of the stairs.

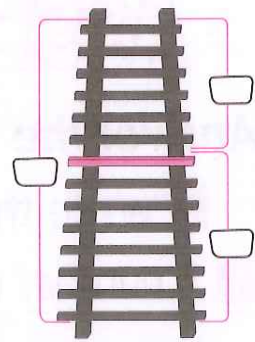
There are still 6 more steps above.

How many steps are there in total?

Mathematical sentence:

.....

Answer:

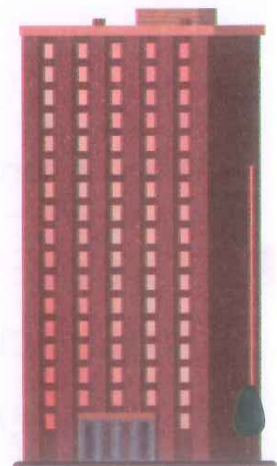


- 7 Your friend Emad lives on the top floor of a building that has 17 floors. If the elevator has reached the 10th floor, how many floors are left to reach his floor?

Mathematical sentence:

.....

Answer:



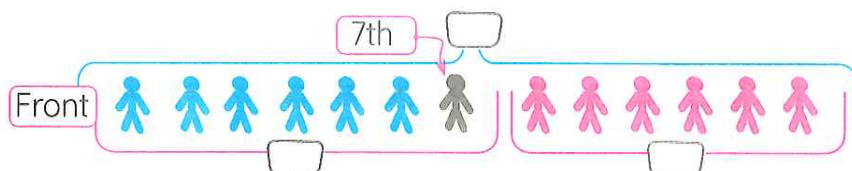
ASSESSMENT

on Lesson 1

Answer the following:

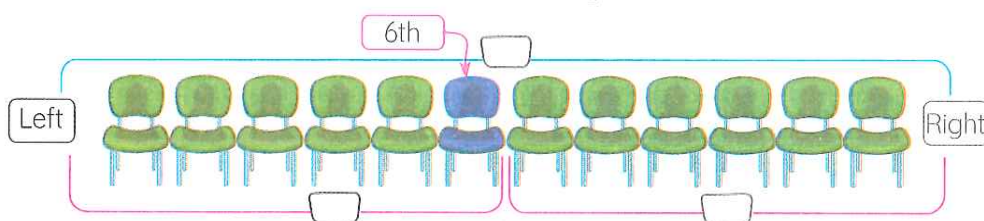
► Write the mathematical sentence and the answer.

- 1 A number of students are standing in a line in front of the classroom door. Laila is the 7th from the front, and 6 students are standing behind her. How many students are there in all? How many students are there in total?



Mathematical sentence: + = Answer:

- 2 There are 12 chairs in one row in the waiting hall. The blue chair is the 6th chair from the left. How many chairs are to the right of the blue chair?

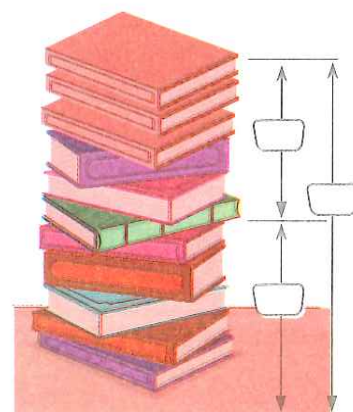


Mathematical sentence: - = Answer:

- 3 There are 11 books stacked on the table. Maryam took the 6th book from the top. How many books are under this book?

Mathematical sentence: - =

Answer:



2 Lesson

Addition and Subtraction (Part 2)

LEARN

- When we have things from different groups, we can still use addition and subtraction by replacing them with things from one of the groups.
- When you use ▲ and ● to draw a diagram, it becomes easier to understand what the mathematical sentence will be.

EXAMPLES

- 1 There are 5 pens. Each child gets one pen to draw with, and 3 children are left without pens. How many children are there in total?

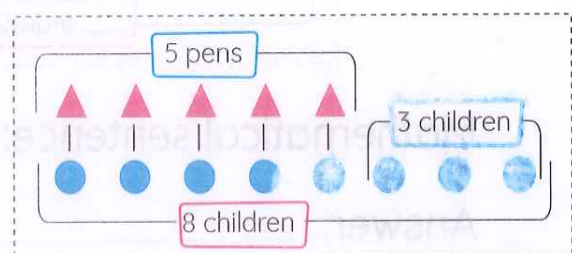
Solution

To draw the diagram, we use ● to represent each child, and ▲ to represent each pen.

Mathematical sentence:

$$5 + 3 = 8$$

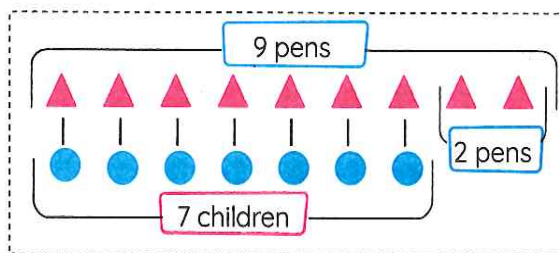
Answer: 8 children



- 2 There are 9 pencils. 7 children each get 1 pencil to draw with. How many pencils are left?

Solution

To draw the diagram, we use ● to represent each child, and ▲ to represent each pencil.



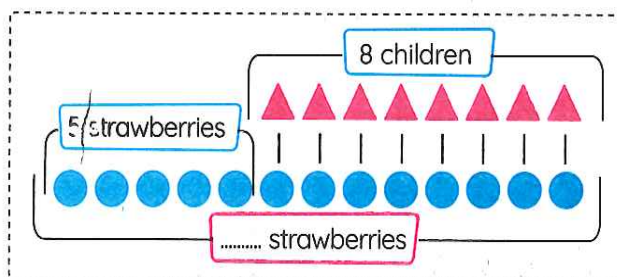
Mathematical sentence: $9 - 7 = 2$ Answer: 2 pencils

PRACTICE

► Write the mathematical sentence and the answer.

- 1 8 children are each eating one strawberry. There are 5 more strawberries left. How many strawberries are there in total?

Solution

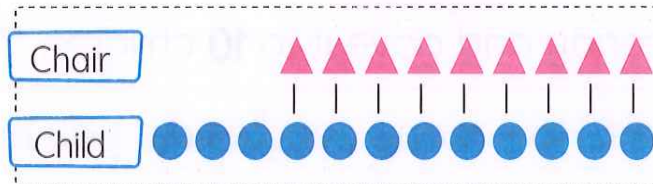


Mathematical sentence:

Answer:

- 2 There are 9 chairs, and one child is sitting on each chair. There are 3 children standing. How many children are there in total?

Solution

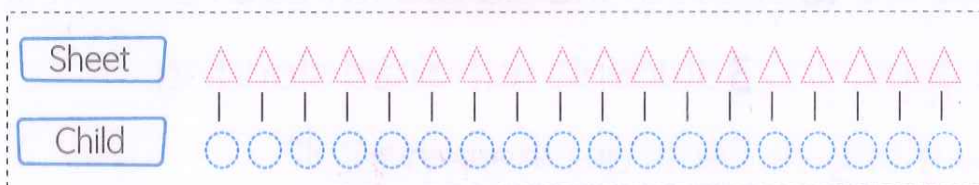


Mathematical sentence:

Answer:

- 3 You have 18 sheets of drawing paper. You give 1 sheet to each of the 9 children. How many sheets of drawing paper are left?

Solution



Mathematical sentence:

Answer:



Color the triangles and circles to solve the problem.

EXERCISES

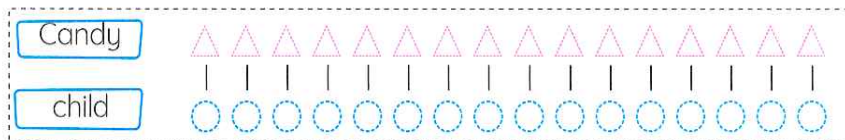
on Lesson 2

Answer the following:

► Write the mathematical sentence and the answer.

- T**  You bought candy and gave it to **10** children. You still have **6** candies left. How many candies did you buy in total?

Solution

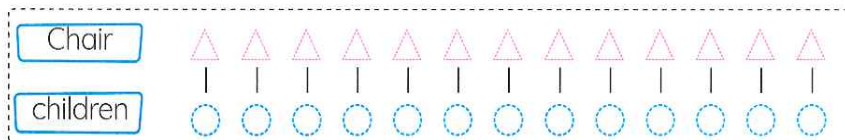


Mathematical sentence:

Answer:

- 2** There are **10** chairs in the classroom. Each student sat on one chair, and **3** students remained standing. How many students are there in total?

Solution

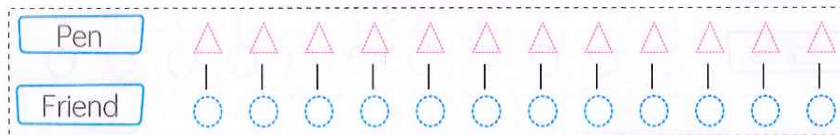


Mathematical sentence:

Answer:

- 3 Salma had some pens. She gave 8 pens to her friends, one pen to each friend, and she had 4 pens left. How many pens did she have at the beginning?

Solution

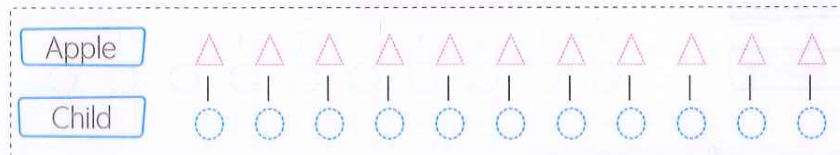


Mathematical sentence:

Answer:

- 4 A mother had some apples. She gave one apple to each of her four children, and 7 apples remained with her. How many apples did she have at the beginning?

Solution

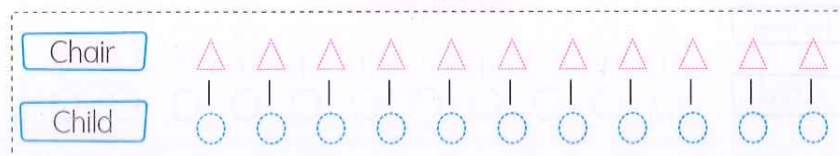


Mathematical sentence:

Answer:

- 5 7 chairs are available. 11 children will each sit on one chair. How many children will not be able to sit on a chair?

Solution

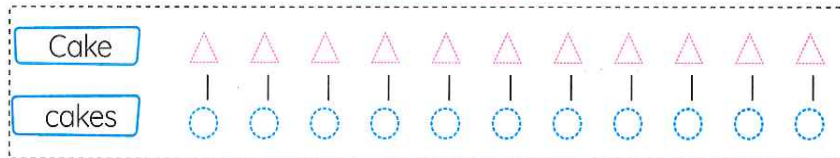


Mathematical sentence:

Answer:

- 6 There are 11 cakes and 5 children. Each child eats 1 cake. How many cakes are left?

Solution



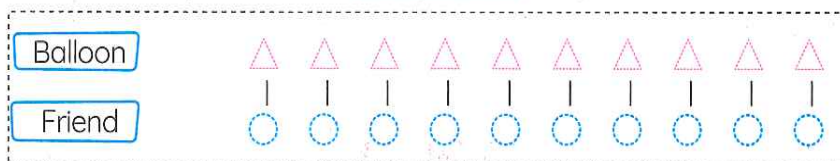
Mathematical sentence:

Answer:

- 7 Sarah had 10 balloons. She gave 1 balloon to each of her 4 friends.

How many balloons does she have left?

Solution

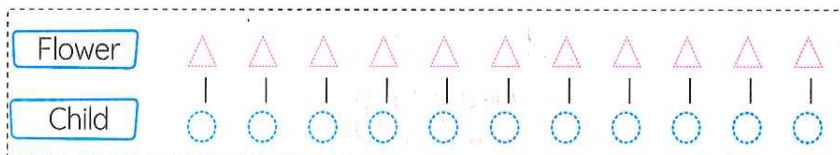


Mathematical sentence:

Answer:

- 8 There were 11 flowers in the garden. Each of 6 children picked one flower. How many flowers are left?

Solution



Mathematical sentence:

Answer:

ASSESSMENT

on Lesson 2

Answer the following:

► Write the mathematical sentence and the answer.

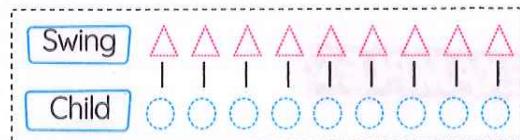
- 1 There are 6 swings in the playground, and each swing can hold one child. 9 children came to play. How many children will not find a swing?

Solution

Mathematical sentence:

.....

Answer:



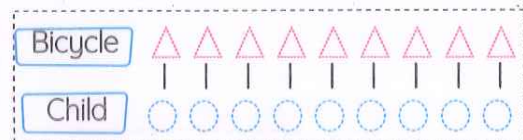
- 2 There are 4 bicycles. Each child rode one bicycle, and 5 children were left without bicycles. How many children are there in total?

Solution

Mathematical sentence:

.....

Answer:



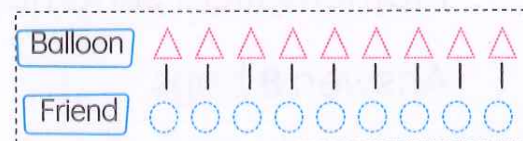
- 3 Nader had a number of balloons. He gave one balloon to each of his 7 friends, and 2 balloons remained with him. How many balloons did he have at first?

Solution

Mathematical sentence:

.....

Answer:



3 & 4 Lessons

Addition and Subtraction (Parts 3 & 4)

LEARN

- When you compare two numbers:

You can find the **bigger** number by using **addition**.

You can find the **smaller** number by using **subtraction**.

EXAMPLES

- There are 5 girls in the classroom, and the number of boys is **greater than** the number of girls by 3 boys. How many boys are there in the classroom?

Solution



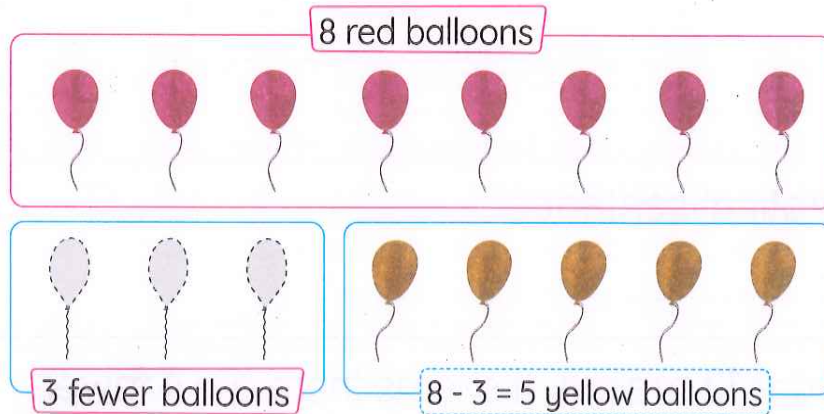
Mathematical sentence: $3 + 5 = 8$

Answer: 8 boys



- 2 There are 8 red balloons, and the number of yellow balloons is 3 fewer. How many yellow balloons are there?

Solution



Mathematical sentence: $8 - 3 = 5$

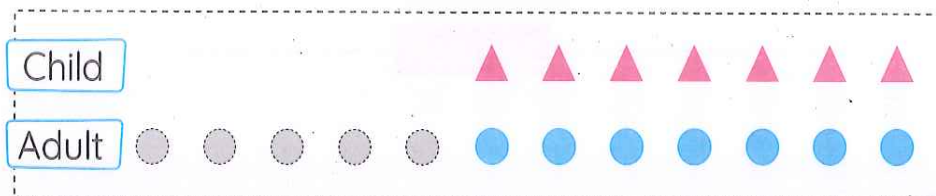
Answer: 5 yellow balloons

PRACTICE

► Write the mathematical sentence and the answer.

- 1 There are 7 children. There are 5 more adults than children. How many adults are there?

Solution



Mathematical sentence:

Answer:

- 2 There are 6 dogs. It seems there are 7 more cats than dogs. How many cats are there?

Solution

Dog

Cat

Mathematical sentence:

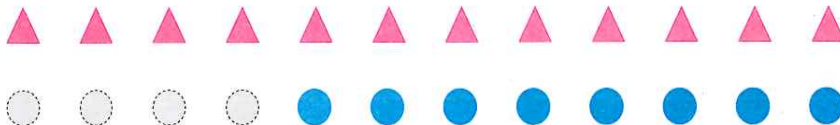
Answer:

- 3 There are 12 melons. It seems there are 4 fewer watermelons than melons. How many watermelons are there?

Solution

Melon

Watermelon



Mathematical sentence:

Answer:

- 4 There are 15 ducks. It seems there are 8 fewer chickens than ducks. How many chickens are there?

Solution

Duck

Chicken

Mathematical sentence:

Answer:

EXERCISES

on Lessons 3 & 4

Answer the following:

► Use $\triangle$ and $\bigcirc$ to draw a diagram, then write the mathematical sentence and the answer.

- 1  There are 9 blue pens. It seems there are 8 more red pens than blue pens. How many red pens are there?

Solution

Blue pen

Red pen

Mathematical sentence:

Answer:

- 2  There are 4 boys. It seems there are 7 more girls than boys. How many girls are there?

Solution

Boy

Girl

Mathematical sentence:

Answer:

- 3 You have 5 tomatoes. It seems you have 6 more potatoes than tomatoes. How many potatoes do you have?

Solution

Tomato

Potato

Mathematical sentence:

Answer:

- 4 You have 3 candies. It seems there are 9 more cookies than candies. How many cookies are there?

Solution

Candy

Cookie

Mathematical sentence:

Answer:

- 5 Hassan read 14 pages of a book. Sora read 5 fewer pages than Hassan. How many pages did Sora read?

Solution

Hassan

Sora

Mathematical sentence:

Answer:



- 6  There are **13** bees. There are **6 fewer** butterflies than bees. How many butterflies are there?

Solution

Bee

Butterfly

Mathematical sentence:

Answer:

- 7  There are **18** children. It seems there are **9 fewer** teachers than children. How many teachers are there?

Solution

Child

Teacher

Mathematical sentence:

Answer:

- 8  There are **17** camels. It seems there are **8 fewer** lions than camels. How many lions are there?

Solution

Camel

Lion

Mathematical sentence:

Answer:

ASSESSMENT

on Lesson 3 & 4

Answer the following:

► Use $\triangle$ and $\bigcirc$ to draw a diagram, then write the mathematical sentence and the answer.

- 1 There are 5 cats in the garden. The number of dogs is 3 more than the number of cats. How many dogs are there?

Solution

Mathematical sentence:

Cat

Dog

Answer: _____

- 2 There are 9 red flowers in the garden, and the yellow flowers are 4 more than the red flowers. How many yellow flowers are there?

Solution

Mathematical sentence:

Red

Yellow

Answer: _____

- 3 There are 9 bananas in the basket, and the apples are 4 less than the bananas. How many apples are there?

Solution

Mathematical sentence:

Banana

Apple

Answer: _____

5 Lesson

Addition and Subtraction (Part 5)

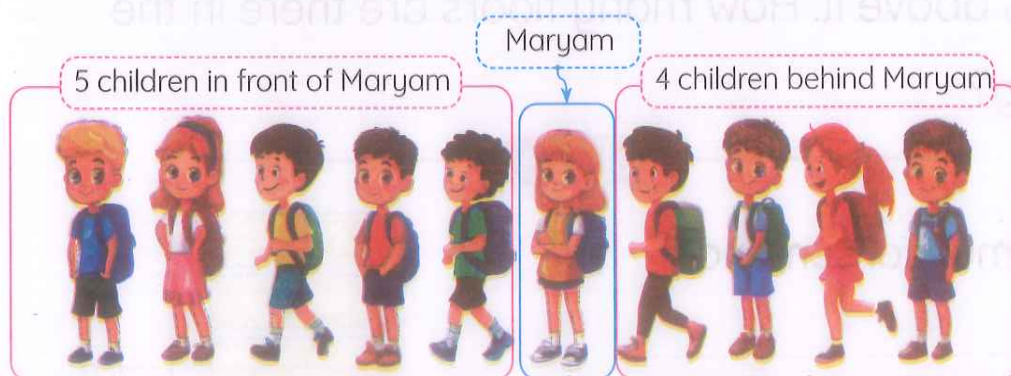
LEARN

- Drawing a diagram makes it easy to understand the mathematical sentence for situations.

For example “how many in front? **and** how many behind?”

EXAMPLE

A group of children are standing in a line. There are 5 children in front of Maryam and 4 children behind her. How many children are there in the line?



Mathematical sentence: $5 + 1 + 4 = 10$

OR

Mathematical sentence: $4 + 1 + 5 = 10$

Answer: 10 children

The answer is the same for both equations!



PRACTICE

► Write the mathematical sentence and the answer.

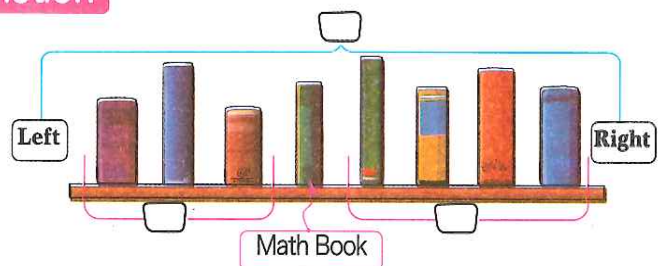
- 1  There are books on a bookshelf. There are 3 books to the left of the Math book, and 4 books to the right. How many books are there in all?

Solution

Mathematical sentence:

.....

Answer:



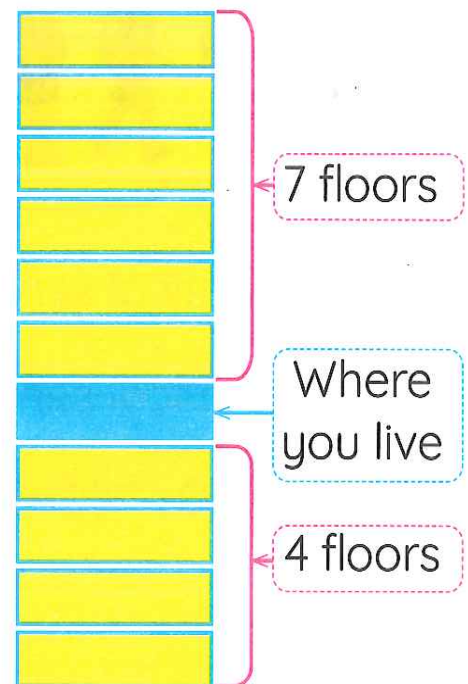
- 2 There are 4 floors below the floor where you live and 7 floors above it. How many floors are there in the building?

Solution

Mathematical sentence:

.....

Answer:



EXERCISES

on Lesson 5

Answer the following:

► Write the mathematical sentence and the answer.

- 1  There are people in a line at the bus stop. There are 5 people in front of Yara, and there are 3 people behind her in the line. How many people are there in the line in all?

Solution



Mathematical sentence:

Answer:

- 2  Children are sitting in a row. There are 6 children on Mariam's left and 2 children on her right. How many children are sitting in all?

Solution



Mathematical sentence:

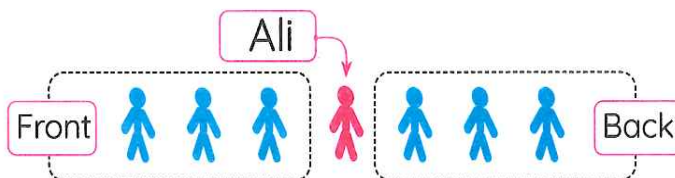
Answer:

- 3 There are people in a line in front of the store. There are 3 people in front of Ali, and there are 3 people behind him in the line. How many people are there in the line in all?

Solution

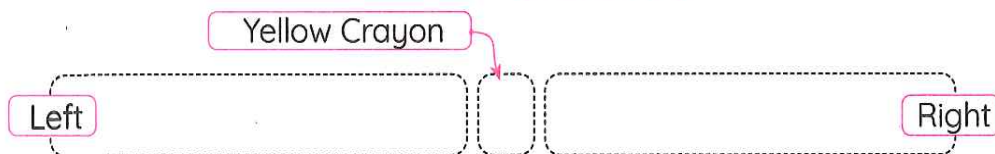
Mathematical sentence:

Answer:



- 4 There are different colored crayons in a line. There are 4 crayons to the left of the yellow crayon, and 2 crayons to its right. How many crayons are there in all?

Solution



Draw  to represent the crayons and complete the diagram.

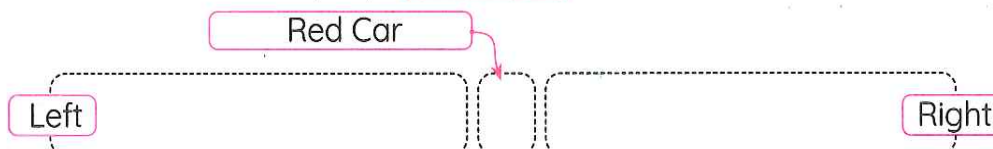


Mathematical sentence:

Answer:

- 5 There are cars in a line. There are 4 cars to the right of the red car and 5 cars to its left. How many cars are there in total in the line?

Solution



Mathematical sentence:

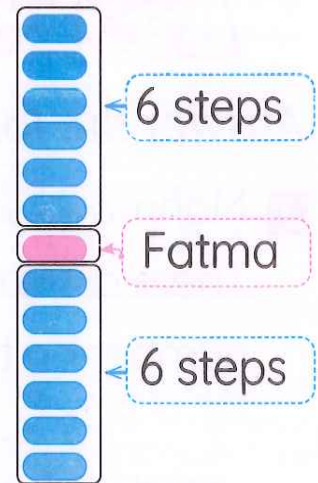
Answer:

- 6  Fatma is climbing the stairs. When she counted partway up, there were 6 steps below her and 6 steps above her. How many steps are there in all?

Solution

Mathematical sentence:

Answer:

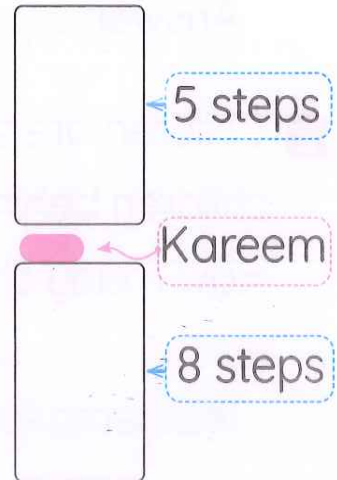


- 7  Kareem is climbing the stairs. When he counted partway up, there were 8 steps below him and 5 steps above him. How many steps are there in all?

Solution

Mathematical sentence:

Answer:

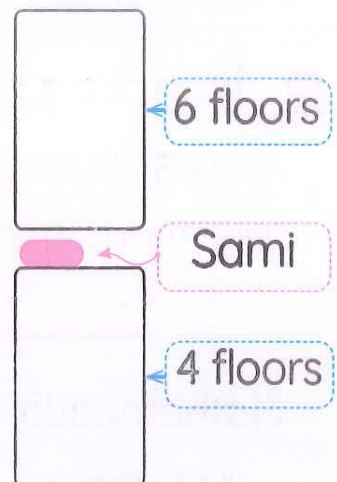


- 8 Sami lives on a floor with 4 floors below it and 6 floors above it. How many floors are there in the building?

Solution

Mathematical sentence:

Answer:



ASSESSMENT

on Lesson 5

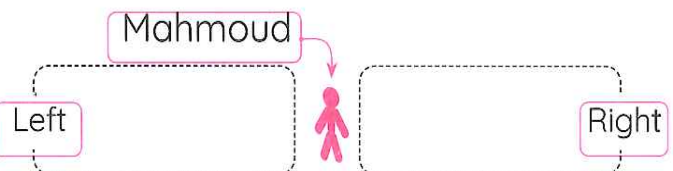
Answer the following:

- 1 Mahmoud sits exactly in the middle among his friends. There are 9 children sitting on the right and the same number on the left. What is the total number of children?

Solution

Mathematical sentence:

Answer:

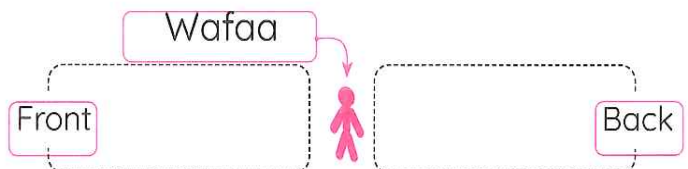


- 2 Children are standing in one line. Wafaa is standing, with 5 children behind her and 3 children in front of her. How many children are there in total?

Solution

Mathematical sentence:

Answer:

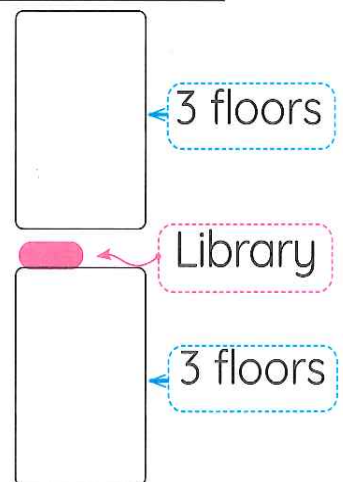


- 3 There are 3 floors below the school library and 3 floors above it. How many floors are there in the school building?

Solution

Mathematical sentence:

Answer:



ASSESSMENT

on Chapter 17

Answer the following:

► Write the mathematical sentence and the answer.

- 1 Nour is the 4th in line from the back, and there are 5 children standing in front of her.
How many children are there in all?

Solution

Mathematical sentence:

.....

Answer:



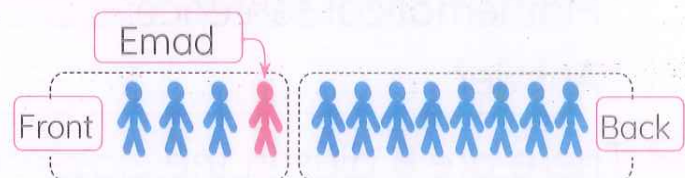
- 2 There are 12 children standing in a line. Emad is the 4th from the front. How many children are standing behind Emad?

Solution

Mathematical sentence:

.....

Answer:



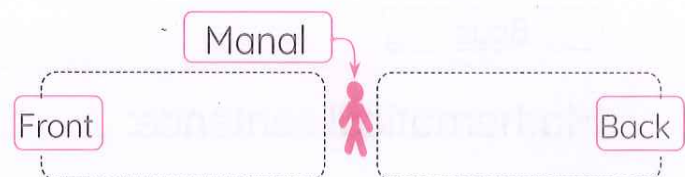
- 3 There are 7 children in front of Manal and 9 children behind her in the line. How many children are there in all ?

Solution

Mathematical sentence:

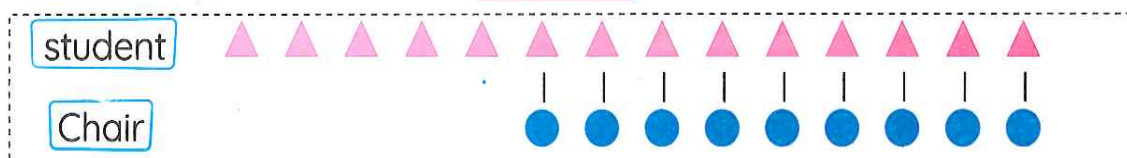
.....

Answer:



- 4 There are 9 chairs in the classroom. Each student sat on a chair, and 5 students remained standing. What is the total number of students?

Solution



Mathematical sentence:

Answer:

- 5 There are 16 red flowers, and the number of yellow flowers is less than the number of red flowers by 6 flowers. How many yellow flowers are there?

Solution



Mathematical sentence:

Answer:

- 6 There are 8 girls in the classroom, and the number of boys is more than the number of girls by 7. How many boys are there in the classroom?

Solution



Mathematical sentence:

Answer: